DOCUMENT RESUME

ED 379 502 CE 068 335

AUTHOR Hitchens, Dawn
TITLE An Evaluation on the Outcomes of the Washington State Displaced Homemaker Program: An Assessment of DHP Graduates from 1987, 1988, 1989, 1990, 1991, and 1992.
PUB DATE 94
NOTE 114p.; Research conducted for Master's in Public Administration, Evergreen State College.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Education; *Career Choice; Career Guidance; *Displaced Homemakers; Education Work Relationship; *Employment Patterns; Goal Orientation; Graduate Surveys; *Job Training; Program Effectiveness; Program Evaluation; *Self Esteem; *Student Educational Objectives; Vocational Followup
IDENTIFIERS Washington

ABSTRACT

A study assessed the long-term effectiveness of the Washington State Displaced Homemaker Program (DHP) through graduates' attainment of educational and/or employment goals and the maintenance of self-confidence over time. A total of 5,550 surveys were mailed to DHP graduates of 6 sites participating in this project. The six sites offered continuous services from 1987-92. Approximately 10 percent (n=550) sent in completed survey forms. Approximately 50 percent of the respondents were 46 years or older. Three DHP services were identified as most helpful: rebuilding self-esteem, having the support of others in similar circumstances, and setting goals. Self-confidence levels of DHP graduates increased and stayed higher 6 years after graduation. Fifty-nine percent of DHP graduates were employed, and 34 percent were enrolled in education or training programs. Of the 59 percent that were employed, 54.5 percent worked full time. The average hourly wage was $8.76, or the full-time equivalent of $18,291 per year. The highest paying occupations were professional jobs, skilled trades, and health careers. Forty-six percent were seeking technical and computer training, which indicated an informed choice about high growth occupations. (Appendixes include a list of 25 references, information specific to the six geographic sites, the survey, and executive summary and overview of the report.) (YLB)

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AN EVALUATION ON THE OUTCOMES OF THE WASHINGTON STATE DISPLACED HOMEMAKER PROGRAM:

AN ASSESSMENT OF DHP GRADUATES FROM 1987, 1988, 1989, 1990, 1991, AND 1992.

Researched by Dawn Hitchens as part of the completed course work for the Master's in Public Administration.
The Evergreen State College /Spring, 1994.

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For information:
Dawn Hitchens, The Higher Education Coordinating Board
P.O. Box 34340, Olympia, Washington 98504-4340
(360) 753-7831

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CHAPTER ONE

Introduction

Traditionally, women were involved in the production of goods and services for consumption within the home, and because of this home-based non-paid work, women were not recognized nor valued for their contributions to our society. Since homemaking is considered an unpaid activity, it has often been called the "invisible occupation" (Fethke & Hauserman, 1979).

The traditional homemaker is perhaps the most tragically affected by the shifts that occur with displacement. Displacement often brings severe economic and personal crisis. Displaced homemakers never expected to be sole providers, nor outlive their husbands and when faced with this transition time in their lives, often need assistance and services custom-tailored and designed to face the fears of aging, displacement and becoming economically and emotionally self-sufficient.

The social and cultural expectations of what it means to be a woman, wife and mother in our country are described in Dinnerstein's book Women Between Two Worlds: Midlife Reflections on Work & Family. Dinnerstein compiled life histories of 22 women who became of age after World War II through written survey and personal interviews. The author chose this population and time because they illustrate how "women's aspirations have been shaped by the structure of opportunity and prevailing ideologies and the ways that women experienced and shaped processes of social change" (Dinnerstein, 1992, p. xi).

These case histories illustrate the social and cultural circumstances that affected the choices of family, education and employment opportunities for this "transition generation." The personal stories of these women's lives illustrate the importance of motherhood and marriage as integral to the female identity of that time in our country. What is interesting about this material is that all 22 women are working in traditional and non-traditional occupations which required higher education for those employment choices. All of the women interrupted their educational participation at different points throughout their lives mainly at the time of marriage or at the time of motherhood. All of the women dropped out of the labor force whenever they had their children.

Dinnerstein categorizes the women into discontented housewives and contented housewives based on their descriptions of their time in the home. The common thread that both sets of the housewives experienced at this time was a sense of duty and fulfilling the "motherhood ideology" in order to be feminine. The women relay that there was little choice or support for working outside the home while fulfilling their adult female identities as mothers. At this time (the 1960s and early 1970s), domesticity and work were mutually exclusive choices.

The flip side of this cultural coin is that for those women who do work, they work in low-paying, dead-end jobs that are mainly in the secondary labor market. This is compounded by the fact that most of these jobs are seasonal or part-time, do not provide benefits, and lack retirement packages. Women experience far greater demands on their time with the combination of part-time work outside the home and

work inside the home, while not reaping the economic advantages of these demands or responsibilities.

The "feminization of poverty" that continues to grow over the decades within our country is fundamentally a characteristic of displaced homemakers. Displaced homemakers are the people (predominately women) who decided to make homemaking their vocation of choice and have lost that position due to divorce, separation, death or disability of a spouse. Often displaced homemakers are older due to the life choices made while younger and due to the life changes they often face when in the transition from homemaker to worker. "One of every six women in America is a displaced homemaker" (Status Report, 1994).

This basic picture of discrimination and the strong current within our society to disregard the contributions and skills provided by homemaking, mothering and nurturing have provided the foundation for bringing services such as the state displaced homemaker program for people in transition. This 15 year old program was designed to provide training and educational information to prepare displaced homemakers for the necessary skills required in the job market.

The Program

Washington state is in the fortunate position of having enabling legislation (along with 26 other states) to assist individuals that have lost their position as the primary care taker of the family and household due to divorce, separation, disability or death of a spouse. For the past 15 years funds dedicated from the marriage license tax have been allocated to establish centers and programs that provide services to

assist eligible displaced homemakers in their transition from dependence to independence. The funds are distributed through a competitive grant process where multipurpose service centers and programs serve displaced homemakers through training, counseling and job readiness classes to increase their employability.

The Washington State Displaced Homemaker Program (DHP) is supported by a 22-member state advisory committee. Members of this committee represent the displaced homemaker population, business, industry, the legislature, and other state agencies. The advisory committee recommended that longitudinal data were needed to determine the effectiveness of the services offered in order to develop a request for increased funding for this program. The Higher Education Coordinating Board (HECB) is the administrating agency and endorses the advisory committee's recommendation and staff's pursuit in gathering data on long-term outcomes of graduates from this program.

The Population

This study targets 5,550 displaced homemakers that graduated from the state funded centers and programs during the years of 1987 through 1992. Six geographic sites were selected to provide raw data on DHP graduates due to continuity of funding and delivery of services during those years. These six geographic locations are - Spokane, Yakima, Thurston, Mason /Kitsap, King, and Snohomish counties. Due to the fact that these are state funds allocated to serve a specific slice of the displaced homemaker population, it is imperative to provide a description of the population targeted for this longitudinal study.

Under the Displaced Homemaker Act (RCW 28B.04) as amended, the definition of eligible displaced homemakers are individuals who have worked in the home for ten or more years providing unsalaried household services for family members on a full-time basis, who are not gainfully employed, who need assistance in securing gainful employment, and who meet one of the following criteria:

(1) Have been dependent on the income of another family member but are no longer supported by that income; or

(2) Have been dependent on federal assistance but are no longer eligible for that assistance; or

(3) Are supported as the parent of minor children by public assistance or spousal support, but whose youngest children are within two years of reaching majority.

Statement of the Problem

Research or evaluation outside of the biennial reports made to the HECB, the Legislature and the Governor have not been executed at the state level due to limited funding. State advisory committee members have been keenly interested in the long-term effects of this statewide program for the past two biennia. The interests stem from the possibility of acquiring additional funding for the program therefore needing long-term outcomes information; some committee members' personal experiences of the program's positive impact in their lives, thus wanting to know if others across the state share the collective increased self-esteem and increased awareness of career preparation; and the need to increase the awareness of the transitions people make

from one occupation (unpaid) to another (paid). This is the purpose of this project, to assess the long-term effectiveness /successes of the Washington State Displaced Homemaker Program through graduates' attainment of educational and/or employment goals and the maintenance of confidence levels over time.

The program offers a variety of services in two areas: instruction and support. Instructional services are designed to assist participants in accessing job opportunities. Does this happen? Are the intensive instructional services addressing participants' training requirements for specific jobs or development of job search skills? The state legislation clearly defines economic and emotional self-sufficiency in terms of full-time or part-time employment, enrollment into vocational or academic training, a combination of each, or an upgrade in employment or degree attainment in education - does this happen? One goal and legislative intent of the Displaced Homemaker Program is to return tax paying citizens from the state's initial investment. Does the program accomplish this?

The Model

This statewide undertaking rests on the model of the Skagit Valley College's survey of its DHP graduates. The Skagit Valley College (SVC) survey conducted on one, two, and three year graduates (1989), found that displaced homemakers described the kind of transitions they went through as involving significant changes in their perspectives about their role and belief systems, which often were painful and difficult.

These personal transitions took anywhere from one and one half to three years to navigate. Belenky, et. al, in their book Women's Ways of Knowing: The Development of Self, Voice and Mind, provided specific case illustrations from their study in "exploring women's experiences and problems as learners and knowers as well as to review their past histories for changing concepts about self and relationships with others." This literature is important to the focus of this study in terms of work that attempts to explain adults' developmental growth and transition that takes place after experiencing crisis. This is comparable as often displaced homemakers refer to displacement as a crisis.

This statewide assessment will be a modified replication of the sample survey conducted by the Skagit Valley College DHP contractor. It requires original research, as no other state or federally funded program has executed an assessment of long-term effectiveness.

CHAPTER TWO

National Literature

In the revised edition of her 1986 publication Women and Children Last, Ruth Sidel uses the allegory of the Titanic to illustrate how we treat women and children of differing classes and races within our country . "Women and children will be first - not the first to be saved but the first to fall into the abyss that is poverty" (Sidel, 1993: xvii). Sidel traces the transformations of American women lives in the past quarter century while pointing out the paradox of great wealth and stark poverty in our country through numerous interviews conducted with poor women and professionals who work with them and their children.

One of the many important themes in this book is her recognition of the Reagan-Bush Administrations' treatment of social services, the economic fluctuations that persistently affect social services and the varied transformations of the American family structure. "Millions of women are a divorce away from destitution; millions of workers are a layoff away from poverty" (Sidel, 1992, p. 190). What she points out is that the move of a company, the death of a primary wage earner, an illness or an unexpected pregnancy are beyond the control of any given person. In our industrialized country we see time after time the vulnerability of women and children in economic shifts, in family life, and in social policy.

Sidel also confirms much of the literature that women comprise the larger portion of the elderly population, which is expected to grow by 45 percent to the year 2000, when two thirds of those 75 years and over will be women. A large percentage

of this rapidly growing segment of older people can expect to live in poverty, because elderly women have a far higher rate of poverty than elderly men. "It is estimated that almost 90 percent of today's elderly poor women are single." She cites that the reason for this is that "older women's incomes were on the average 58 percent of the incomes of older men" (Sidel, 1992, p. 158). Much of this has to do with the role expectations and work experiences of women throughout their life cycle.

Sidel points out that women who wish to work after the age of forty face age discrimination and gender discrimination in employment practices. "Entry-level age discrimination is a problem particular to women. Women are told regularly that they do not have enough experience, or that they have too much, or that they do not have the right experience" (Sidel, 1992, p. 159). Where the result is that older women have higher rates of unemployment and longer periods of joblessness, so that they often make up the majority of "discouraged" workers who are not included in the unemployment statistics counted by the U.S. Department of Labor.

National Profile

The National Displaced Homemakers Network produced a report that provides information on the national displaced homemaker profile and policy decisions made at the federal and state levels for education and equity programs (Pearce, 1990). The information collected for this report and the 1994 update, is gleaned from the census data, where statistics are collected from the Current Population Survey. The Current Population Survey is a monthly study conducted on a small sample of about 60,000 Americans.

The report shows how economically very little has changed for women to be self-sufficient during the 1980s. The economic situation for women is re-validated in their updated status report using the 1990 Census Data. The national profile is as follows: we have 17.8 million displaced homemakers in our country (an increase of 2.2 million from 1989), 58 percent are over age 65, 30 percent are in their prime working years (ages 35-65 years old), while 32 percent work part-time or seasonally. "Age has a strong relationship to the cause of displacement - older displaced homemakers tend to be widowed, while younger displaced homemakers are more likely to be displaced by divorce or separation" (Status Report, 1990, p. 4).

Their recent update of this status report shows that displaced homemakers continue to face diminishing resources and are predominately concentrated in part-time jobs or "pink collar" jobs that traditionally pay very little for women. While 11 percent of adults who head households live in poverty, displaced homemakers who head families account for 42 percent living in poverty, where single mothers account for 44 percent living in poverty. The number of displaced homemakers working increased by 11.4 percent from 1980 to 1990. "The largest group of displaced homemakers work part-time for 9-12 months a year" (Status Report, 1994). This report confirms that the economic situation for both national and state displaced homemakers are very similar.

This report also asserts, that despite the increase of working displaced homemakers, 55 percent are living in or near poverty. Displaced homemakers who have children are more likely to be employed (57 percent, compared to 47 percent of those with no children living with them), and are over-represented in the service

occupations (30.4 percent), which are characterized by low wages, few benefits and part-time work. The poverty rate and near poverty rate drops to 29 percent for those who have completed college, yet displaced homemakers of color do not get the same rate of return for their education levels. Poverty and near-poverty does not drop substantially for black women until they have completed four or more years of college (41.7 percent), while Hispanic women with a college education see a poverty rate of 48.7 percent (Status Report, 1994).

Two statewide evaluation studies that have comparable data to that of this research project are from the states of New Jersey and Utah. The New Jersey Department of Education conducted a five year (1986-91) follow-up needs assessment on federally funded single parent and homemaker programs. Findings from this needs assessment on 190 respondents from 12 programs indicate that the profile of the single parent and displaced homemaker has changed. They are younger in age, lower in income, with younger children, less education and fewer marketable skills. This study found that respondents are interested in the higher paying nontraditional occupations (72 percent), while the majority (65 percent) had a total family income of less than $6,000 (New Jersey, 1991).

The Utah research is cross referenced in the New Jersey Department of Education and Skagit Valley College studies. This is a follow-up evaluation six months after treatment with case illustrations, fieldwork observations and interviews. The purpose was to measure the "effects of the services on the client's ability to eventually support themselves and their families." Telephone interviews were conducted on a random sample of clients drawn from 984 intakes to the Utah

program. Set interview questions were followed to determine clients' status regarding employment /vocational training and to gather program perceptions. A total of 225 (23 percent) were contacted. The most helpful program service was felt to be increased self-confidence and career preparation. At the time of the follow-up 44 percent were employed, and 76 percent were either employed or enrolled in a vocational program, with 24 percent in neither. Employed clients were asked for length of employment; 57 percent reported a short time (during or just after the program). The most common job areas were traditional "pink collar" categories (secretarial /clerical /day care /nurse /maid /waitress totalling 59 percent). It appeared from responses that clients were generally reluctant to pursue non-traditional jobs. The secretarial and clerical areas were the most common training programs chosen (38 percent). Thus many graduates were either employed as secretaries or pursuing training in the occupational area.

Utah program graduates saw their recently obtained job (as a result of the program) as a stepping stone to a better career; 39 percent said six months to a year. Wages varied widely. The average (mean) wage was $581.89 per month. The report stated that if $6.00 per hour is the minimum level of income to rise above the poverty line, 57 percent of the graduates were still at a poverty level. To calculate how many found jobs as a result of DHP services figures were compared at intake and six months later. The cause cannot be directly attributed to the DHP services but data indicated that 16 percent more clients had jobs at follow-up than had jobs at time of intake. This result was said to reinforce the quality of the follow-up sample. In the overall population the 28 percent figure indicating the percentage of 225 follow-up clients who had jobs at the time of intake is the same percent of the larger pool of

984 clients reporting that they were employed at time of intake. The recommendation was made to explore ways to attract and prepare clients for non-traditional employment because as long as clients select the safe traditional type of employment they will have difficulty earning enough to support themselves and their children.

What Do We Know?

The life histories captured within Dinnerstein's book provide economic, social, historical and cultural background information for the choices and opportunities that were and were not available to women in our country during the past 40 years. This is integral sociological information for the understanding of the cultural shifts and social changes that took place within women's lives as the very people that graduate from the Washington State Displaced Homemaker Program share the collective experience of Dinnerstein's 22 case histories of what it means to be female in the United States of America.

One major crisis many find themselves in from displacement is predominantly economic in nature. Traditionally, the standard of living for women drops significantly, whereas the standard of living for men increase after a divorce. As a consequence of this displacement, individuals are often left with little or no income; they are ineligible for categorical welfare assistance if they do not have children under 18 years of age; they are subject to the highest rate of unemployment because of age and lack recent paid work experience; they are ineligible for unemployment insurance because they have been engaged in unpaid labor in the home; they are ineligible for social security benefits because they are too young, and may not qualify because they

have been divorced from the primary wage earner; they may have lost beneficiaries' rights under employer's pension and health plans through divorce or death of a spouse; and they are often unacceptable to private health insurance plans because of their age.

Aging is a woman's issue. The 1990 State Census Data illustrate this demographic fact where women start to account for two percent more of the population in each age range of 65-85 years old. Women in these age ranges tend to be the archetype of the traditional homemaker and tend to face harsher economic crisis when displaced. The world's elderly population is growing much faster (2.4 percent a year) than the global population as a whole; while women outlive men from five to seven years in virtually all of the developing countries; and as much as 70 percent of the oldest old population (age 80 and above) is female (AARP, Working Age, 1991, p. 1).

In the developed world over the past 25 years, fewer midlife and older men participated in the work force, while the number of midlife and older women in the work force has remained steady or increased (Bureau of the Census, An Aging World, 1987). Results from a survey conducted by the International Foundation of Employee Benefit Plans, indicate that a majority of employers (59 percent) predict a shortage of workers by the year 2000. This shortage of workers will likely be met by a "new work force," predicted to compose of women at 77 percent (AARP, Working Age, 1991, p. 5).

It is anticipated that this research project will accomplish two things: evaluate the concepts of success, economic and emotional self-sufficiency, as defined by displaced homemaker graduates and compare them to the on-going objectives measured by the state program thereby assessing the long-term effects of the displaced homemaker program's intervention; and draw a picture of the women's experiences of transition that is reflective of six years.

CHAPTER THREE

The Challenge

Washington state saw a 39 percent increase (1980 = 233,325 and 1990 = 325,505) in the number of displaced homemakers during the past decade. In the last two years alone, the state program saw a 60 percent (20,704) increase in the number of people served with only a five percent increase in grant funds. Seventy-five percent of the displaced homemakers that received services in the 1991-93 biennium were separated or divorced, while six percent were widowed (Chart 1). Program proportions differ from the state as a whole; in the 1990 Census Data, 14 percent of the female population 15 years and older are separated or divorced, and 10 percent are widowed. Eighty-four percent of the displaced homemakers who used the program last biennium were in their prime working years of 30-59 (Chart 2).

Chart 1: MARITAL STATUS

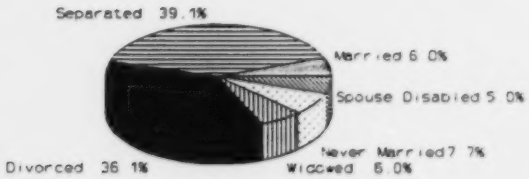
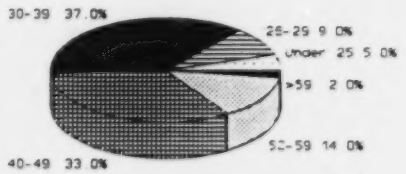


Chart 2: AGE OF CLIENTS



The 1990 Census statistics verify there are more women than men in Washington state; there are more female single heads of households; more women than men age 65 and over living alone; and there are more women who are divorced,

widowed, or separated. This breakout also illuminates the fact that by household type, more women with no husband present are caring for related children; comparing householders by ethnic origin - more African American, Native American Indian, Eskimo, or Hispanic women with no husband are caring for related children (Census for Washington State, 1990).

Evaluation Criteria

The on-going objective of the DHP is "to provide necessary training opportunities, counseling and services to increase the employability of eligible displaced homemakers." Evidence of increased employability is measured by:

1) Entry into full /part time employment;
2) Increased earnings and/or responsibility for those already employed;
3) Entry into vocational or academic training.

In addition, the program provides training and educational services designed to bring about behavioral changes leading to increased employability. Evidence of behavioral changes is measured by a seven point Likert scale administered at time of intake and 60 days follow-up. The following four areas are measured and evaluated on a statewide basis:

1) development of increased self-confidence;
2) clear employment goals;
3) increased awareness of employment and training opportunities;
4) knowledge of job search skills.

These measures of success will be used within the study to determine the overall effectiveness of this statewide program. These two main themes of service provision are consistent in the delivery of services over geographic location and time. Anecdotal evidence suggests that the intervention and impact this program has on people's lives is dramatic and positive. The purpose of this statewide study is to collect factual data by assessing the long-term effects of the Washington State Displaced Homemaker Program through the accomplishments of its graduates.

Research Question

How successful are six year (1987 through 1992) displaced homemaker graduates today in terms of economic and emotional self-sufficiency? Did the intensive instructional services offered in this statewide program make a difference in their transition?

There is some research (Higher Education Coordinating Board student financial aid studies and American Council on Education research) to suggest that it takes the traditional student population (18 to 25 years old) anywhere from four and one half to six years to complete their undergraduate studies. Recent policy developed from this research has influenced legislation to change higher education tracks so that student progression takes less time when attaining a baccalaureate degree.

This project's focus is on the non-traditional student /re-entry adult. It is anticipated that this project will be able to measure employment and emotional changes that eligible displaced homemakers have made after accessing services

offered throughout the state. Respondents may provide information about the length of time transition may take to become confident and assured in order to tackle the challenges of an educational track or paid work. The Skagit Valley College's results suggest that the non-traditional student educational participation rates follow similar paths to the traditional student population rates whereas the main reason cited for length of time is lack of secure financial backing.

Previous State Studies

Four state assessments have been made in the recent past (1985 to 1989) to determine the short-term effectiveness of the statewide program. The first study was conducted in 1985 by P.M. Consulting, Inc., comprised of an archeologist and statistician. They asked two questions: 1) If DHP graduates maintain initial gains in employment and confidence levels; and 2) Could these changes in attitude and employment status have occurred by chance?

P.M. Consulting, Inc. studied the intake, exit, and follow-up client information filled out by all displaced homemakers who had accessed the Washington State Displaced Homemaker Program during the years of 1981-1983. They found that by comparing the 60 days follow-up with the exit information that employment gains were maintained or higher after graduating from the intensive instructional services (IIS); that DHP graduates participated in the education and training programs as identified by themselves during the IIS segment; and self-confidence levels increased at follow-up compared to the time of intake based on the Likert scale evaluation given at both times. P.M. Consulting, Inc. determined that these changes could not have

occurred by chance.

The second study was performed locally at the Spokane's Displaced Homemaker Center. The purpose of the follow-up was to assess program impact and "value" on 189 graduates of the program between 1982-1984 by an intern of Gonzaga University, Margie Chesrown Long. Data was collected from 81 respondents to a questionnaire implemented at the Community Colleges of Spokane Institute for Extended Learning Life Skills Programs /Displaced Homemaker Center. Employment was reported by 55 percent, while 38 percent were no longer on Public Assistance. The average monthly salary was $893 and graduates reported frequent promotions and raises. The follow-up assessors chose not to evaluate emotional self-sufficiency, considering it an "intangible" but did include many participant comments.

The third evaluation was an internal piece done at the Higher Education Coordinating Board by Kathleen Dolan. A 1986 DHP graduate herself, Kathleen conducted an internal follow-up on 137 displaced homemaker graduates from the years 1982 through 1984, based on four statewide geographic sites. Results indicate the statewide program is successful in raising self-esteem and self-confidence; provides participants with information about how to look for resources; and documents how the structure of the state program is primarily a first step in the long road of transition.

This study was performed in response to the state advisory committee's recommendation in the 1985-87 Biennial Evaluation Report, that longitudinal data were needed to determine the length of time displaced homemakers spend in entry-

level positions, the average time for career advancements and goal attainment. It was hoped that the qualitative information would provide specific data about long-term success.

Results were sketchy from this follow-up attempt due to the inconsistency of funded centers, staff transitions experienced at the four geographic sites, and flaws in the research instrument. This follow-up study was not statistically significant, yet the results indicated that DHP was very helpful in increasing self-esteem and self-confidence, identifying goals, establishing connections to the community resources, and identifying educational resources for all interests (traditional and non-traditional). Respondents also indicated that once they had been given the tremendous boost of self-confidence they were left "dangling" on their own after graduating from the DHP. Respondents stressed a need for continued support groups and follow-up sessions offered through the program.

The fourth study on displaced homemakers within Washington state was done in 1989 by Audrey Brainard, a former instructor for the DHP at Skagit Valley College and successful graduate student at Western Washington University. This is a composite of displaced homemaker graduates from Skagit Valley College in Mount Vernon for the years 1986, 1987, & 1988. This study is rich with information about how long it really takes to make the transition from dependence to independence; the reality of working part-time while attending school part-time; and gives a profile of what Skagit County displaced homemakers face in terms of economic and emotional self-sufficiency.

This research found that confidence levels were higher than at entry and remained at one, two and three years after graduation. It also found evidence of continued belief in self, self-knowledge and self-confidence; knowledge about being valued for having skills that are transferable into the world of work; the importance of continuing education, overcoming the fear and finding the courage to go to school; and strong belief in self-worth, independence, and personal decision-making.

This research in a rural part of the state determined three distinct themes meaningful to DH graduates: that employment goals held a slight edge over education goals; personal goals such as financial independence and stability were important; and a personal commitment to work that made a difference. This research found that over 40 percent of graduates went into small business. Approximately 80 percent stated additional education was required for occupations that represented growth and career potential; "many of the graduates had been at or below the poverty level for a long time and will be for a while longer. ... Respondents believe it takes years of participation in additional education and in the work force (two and one half to five years, according to Morgan), to be economically and emotionally self-sufficient." (Brainard, 1989, pp. 67, 68).

A continuation of the 1989 research at Skagit Valley College was conducted in 1992 and included 254 displaced homemaker graduates. This study was a replication of the three year assessment of the impact of the displaced homemaker program intervention and looked at the years of 1986 through 1991. Findings of this research study indicate that 169 (67 percent) were working at an average wage of $8.40 an hour. The full-time equivalent (40 hours a week) is $1,445. Although

earning capacity doubled, less than 43 percent worked full-time, while more than 26 percent were full-time students, working part-time while completing a certificate or degree. Thirty-eight percent of the graduates felt economically self-sufficient. Confidence levels measured higher after graduation and stayed higher than the entry score even at six years past graduation (Brainard, 1993, p. 14).

The highest percentage of graduates (23.4 percent) are employed in the professional occupational areas. Trades follows second with 18.5 percent of DHP graduates working in this category of occupations. The highest wage per hour is the professional /technical category at $11.30, while the second highest are trades at $9.28 per hour. Participation patterns in education and training programs over a six year span showed interesting results. DHP graduates showed the most participation at two years past graduation, where education participation dropped at the fourth year but employment rose. The fifth and sixth year of education participation increased again, where over half described the need to maintain currency of job skills through additional training and education or pursue a transfer degree /four year degree after having been out of school for a while (Brainard, 1993, p. 24).

One other recent statewide study by the Washington State Institute for Public Policy, developed data related to that of this research project. This five year study examined the ways women enter, leave and return to public assistance by comparing two approaches to assistance; Aid to Families with Dependent Children (AFDC) and the pilot project - the Family Independence Program (FIP). Five years of Family Income Study (FIS) data were analyzed to compare the characteristics of short-term and long-term recipients of public assistance during the period 1988-1992. The

Family Income Study found no difference between short-term or long-term recipients of public assistance and the authors of this research assert "that leaving public assistance is more of a process than an event" (FIS Newsletter, Sept., 1993).

Lessons learned from FIP clearly show that women enrolled in vocational education and training were 76 percent more likely to be employed in the following year than women not enrolled in FIP; where 32 percent enrolled in post-secondary academic education were more likely to be employed one year later. Each additional year of education increased the number of months a woman stayed off assistance by seven percent. (FIS Newsletter, September, 1993).

The questions not answered by this study and the New Jersey Department of Education evaluation are: What type of jobs did participants receive? Were they jobs that had career advancement potential? Did the participants require additional training or education? How do participants feel about their economic situations? Although these two studies collected data on a younger population, the issues of transition and economic and emotional self-sufficiency are comparable.

The four state assessments individually point out the strengths of the state DHP in terms of graduates increasing and maintaining self-confidence; assisting participants to see the "value" of their transferable homemaking skills; providing a format for displaced homemakers to maneuver the stages of transition from dependence to independence; sharing information and resources for participants to make their own choices about education, training and employment; and providing the encouragement and support needed during the length of time transition takes for displaced

homemakers. This remains unanswered: Are these economic and emotional gains /changes attributable to the statewide DHP and are they maintained over time?

An ERIC search yielded 527 abstracts on Displaced Homemaker Programs. Funding sources were both state and federal, grantees were often education and training institutions. The start-up year for many programs was 1979. At present there are 326 DH programs. The exact number varies from year to year as does funding. Funds to support data collection and research is scarce throughout the nation due to funding limitations.

CHAPTER FOUR

The Prime Directive

The prime directive of this program is to "establish multipurpose service centers and programs to provide the necessary training opportunities, counseling and services for displaced homemakers so that they may enjoy the independence and economic security vital to a productive life." Does this happen? By asking graduates of the DHP from the past six years about their successes and challenges, we are inquiring about the long-term outcomes of this program.

> Question: How successful are DHP graduates from the 1987, 1988, 1989, 1990, 1991 and 1992 programs today in terms of their economic and emotional self-sufficiency? Did the intensive instructional services offered make a difference?

The critical social science perspective has been the overall theoretical /philosophical approach of this study. The researcher participated as much as possible in the actual research process. Research interests lay in the subjective components of the study, which means that observations, comments, anecdotal stories and feelings of the DHP graduates who agreed to participate in this study have been woven in throughout this treatise. Research findings will be reported to the DHP stakeholders in order to inform and educate them about the issues affecting the women and their transitions from displacement to wage earne-

Definition of Concepts

Concepts of success, economic and emotional self-sufficiency will be defined by the DHP graduates and compared to the objective data collected from forced-response questions. The mixture of objective and subjective methods will provide information about long-term outcomes of the DHP. The forced-response questions ask for specific information about measurable objectives and will be compared to existing data on education, employment and confidence levels. The open-ended questions provide personal information about length of transition, self-definitions of economic sufficiency and experiences with the DHP.

The mixture of qualitative and quantitative methods provide information about whether or not the program "increases the employability of eligible displaced homemakers." This mixture of methods allows individuals to describe their passage from dependence to independence. As Kirby and McKenna (1989) point out in Methods from the Margins, participants in the research process are respected as equally knowing subjects. The open-ended questions provide an opportunity for individuals to put their experiences into their own words. Themes on economics, education, employment, and personal adjustment will complement the measurable data collected on graduates' experiences.

Patton (1986) supports this approach in his definition of the collaborative decision-making process that involves both evaluator(s) and the stakeholders. The label "active-reactive-adaptive" describes the dialectical process and nature of investigation. The very act of investigation is active and participatory so that "The

Method" or a "cookbook design" is not super-imposed onto the process. In this process, the evaluator moves back and forth between the general and the specific, to adapt the research process where necessary in order to provide a framework for stakeholders' use.

Utilization-focused evaluation combines the simple and complex, accepts the paradoxes of multiple answers, understands the functions of the subjective and objective, and honors the fact of human nature to look for meaning and freedom of expression within our lives and within our work. The ancient, controlled, laboratory, experimental mind-set does not help to describe or investigate the inter-relations and inter-sections of evolving and flexible social constructs. The key to evaluation and analysis is that each situation is unique, and the knowledge collected must be meaningful and useful for the primary intended users. This is the intent of this research, to gather useful information to be used and acted upon by the stakeholders of this statewide program.

Method

Questionnaires were mailed to the DHP graduates of the six cooperating institutions. Results from the Skagit Valley DHP follow-up survey indicates that many people move in a period of three years. This is a statewide survey covering six years since graduation from six different geographic sites. It is anticipated that a high rate of residence changes will be encountered. A total of 5,550 surveys were mailed in an attempt to receive at least a ten percent response rate, while saving time and expenses associated with stratified sampling.

The questionnaire mailed to program graduates is the data collection tool for this study. The draft research instrument underwent three changes to reflect the agency's internal scrub, the focus groups' responses, and the initial data analysis. The questionnaire asks for types of employment gained through the program, part-time versus full-time employment, and career development potential. The questionnaire also requests information on graduates' pursuit of educational attainment (degree), vocational training (certification), or other enhancement classes and workshops. The survey also asks how graduates define emotional and economical self-sufficiency, which is compared to data collected at time of the intake and at the 60 day follow-up after completion of DHP classes.

Treatment

Graduation from the DHP sites means that they participated in a minimum of 58 hours of intensive instructional services. The format, curriculum, goals, materials, instruction and hours have unique twists based on geographic location and type of institution providing the services. Classroom content and instructional contact hours have a statewide standard: 50 hours of intensive instruction, two hours of individual counseling, and six hours of group support. All of the six sites offer more than the 58-hour standard and all incorporate the standard curriculum as defined in the Displaced Homemakers Act.

Data Collection Instrument

Questions within the survey were derived in part from the SVC survey and the DHP state forms on file for each graduate regarding their employment, training and education status at entry, exit and at 60 days follow-up. A Likert-scaled self-evaluation administered at intake to the program and at the 60 days follow-up captures participants' assessment of their confidence and competence. This self-evaluation allows assessment of change over time. A series of open-ended questions were included to address the graduate's self-perception regarding attainment of economic and emotional self-sufficiency, goal setting, significant steps and barriers. These questions parallel the self-evaluation and provide an opportunity to generate specific comments. The research instrument will document changes in status and perceptions of graduates.

Procedure

Data collection was performed by program staff. Raw data (names and addresses) were collected from the six geographic sites included in this study. The six cooperating organizations have transmitted xeroxed logs or pre-matrixed disks of client numbers that correspond to the state office's client data. The tracking entails matching names and addresses with the client identification number of displaced homemaker graduates from the six sites for the years of 1987 through 1992.

The project involves the following cooperating institutions (DH funded centers and programs): Community Colleges of Spokane, Lake Washington Technical

College, Yakima Valley Community & Columbia Basin Colleges, Pathways for Women, Olympic College, and The Olympia YWCA. These six institutions are geographically representative of the state, they target representative samples of the displaced homemaker population (i.e., widows, homeless, or cultural and ethnic diverse groups), and provide a mixture of public colleges and community-based organizations.

Raw data were converted into a control identification number that classifies by year, site and client identification number assigned at time of intake. The six sites recruited volunteers to enter the data, often displaced homemaker graduates, wanting or needing word processing experience. The sheer volume of names and addresses has ensured anonymity.

The surveys were color coded by geographic site. Each survey had a control identification label for each displaced homemaker graduate. Mailing labels and identification labels were printed simultaneously to save costs and to protect participants' identities.

The agency's Information Systems division developed a program for data entry, analysis and comparison to existing client data. The program is written in Paradox which can be imported to other programs such as Statistical Analysis for the Sciences or Statistical Program for the Social Sciences. This software allows data collected in this research project to be compared to the existing data on DHP graduates.

Descriptive statistics is the main form for data analysis. Answers to open-ended questions have been analyzed and themes identified; this information will extend understanding on issues related to transition, sufficiency and independence. Comparisons of the Likert scale self-evaluations will prove a way to capture changes over time.

The Question of Validity

The drawback in the design of this research project is that the sample is limited to graduates of the intensive instructional services from 1987 through 1992. A comparison or control group was not incorporated in the research design due to the limited staff and time available to locate program non-completers and/or non-participants. Non-completers are those people who did not complete the 58-hour core curriculum, but meet the state definition of a displaced homemaker. Non-participants include people who did not complete the 58-hour IIS, did not meet the state eligibility criteria, but did seek support services from the centers and programs. The main limitation of survey research is a high attrition or low response rate. Respondents have complete choice in filling out the survey. A self-addressed, stamped envelope was supplied to encourage participation from DHP graduates. However, respondents are those who voluntarily complete the survey and return it by the deadline date.

Because only graduates of the 58-hour core curriculum were surveyed, the responses may be biased. Many graduates of this statewide program tend to report that the instructors and the services saved their lives, which may pre-dispose those who respond to a positive evaluation of their experiences. This may skew the data.

The question of how will it be known that the responses generated from the survey are valid is tough to answer. The question of validity can be answered in part if respondents reflect the characteristics of the targeted displaced homemaker population. The following three charts describe characteristics of the graduates from the state displaced homemaker population during the past biennium which have been fairly consistent over the last three biennia.

Chart 3: NUMBER OF DEPENDENTS

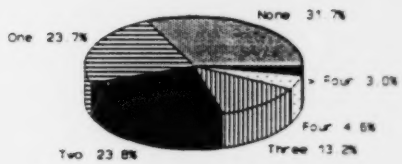


Chart 4: EDUCATION

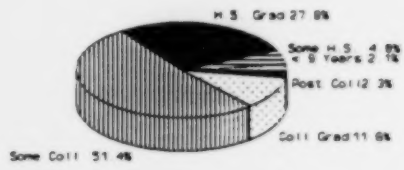


Chart 5: ETHNICITY

A total of 2,496 eligible displaced homemakers completed the intensive instructional services last biennium. As indicated above, the typical profile of a displaced homemaker is female, white/caucasian, separated or divorced, with zero to two dependents, and with a high school diploma/equivalent, or some college. Placement into jobs and training may not be applicable since the data collected for the past two years reflect immediate impact by the program. However, the following

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information describes placements for displaced homemaker graduates from two years ago that may be used to gauge information collected from this research.

Seventy-seven percent of job placements were in these five categories:

- Clerical - bookkeeping, filing, information & data services;
- Consumer Services - consumable commodities, domestic services, travel;
- Entrepreneurial - own business, cottage industry;
- Business - finance, insurance, real-estate;
- Human Services - home health aides, child care, senior /retirement services;

Seventy-one percent of the training placements were in these five categories:

- Education - teaching, instructing, training, vocational education;
- Computer/Data Information Services - word processing, programming, systems-analysis, communications;
- Health - counseling, medicine, dental, physical therapy, nursing;
- Clerical - information and data services, bookkeeping, filing, typing;
- Trade/Industrial - carpentry, construction, metal/chemical/wood/ processing.

Graduates entered educational programs in a variety of settings including community colleges, vocational/technical colleges, baccalaureate institutions and on-the-job training locations (Table 1).

Table 1: Vocational/Educational Sites

INSTITUTION	PERCENT
Community College	72 Percent
Vocational/Technical College	18 Percent
On-the-job Training	7 Percent
Four-year College	3 Percent

Finally, when inquiring about the validity of this study, the factor of the age group (nearly 50 percent are in the age range of 46-56 years and over) that has fulfilled the survey parameters may have more to do with housing stability and established support systems within the geographic sites. The theme of retirement peaked through the open-ended questions related to long-term goals (5 percent). DHP graduates from Spokane, Snohomish and Kitsap counties declared this long-term goal. It may be extrapolated that people wanting to retire or to work toward retirement may have economic and emotional stability in their lives as compared to those people who are struggling with transitional issues. Again, this is a population in transition and has proven to be difficult to locate.

Directors and coordinators of the six DHP sites also report conversations with DHP graduates who inquired about this survey. Several asked if it was too late to fill out the survey, which it was, and many reported being unable to complete the survey due to school and work schedules. The possibility that the majority of those DHP

graduates that did decide to complete the questionnaire may be a product of having "satisfied customers" all too willing to expound on one's accomplishments or remark about the positive experiences had in DHP. These are hypothetical suppositions. The whole question of validity will be answered if data collected on graduates correspond to the profile of displaced homemakers who accessed these services last biennium.

Implementation

The Focus Groups

Four focus group sessions were planned to generate discussion about the services received through the state DHP and to test the draft of the survey instrument. Three focus groups were actually held during November 1993, in three geographic areas included in the study: Snohomish County at Edmonds Community College, King County at Lake Washington Technical College, and Yakima County at Yakima Valley Community College.

The five questions asked at each session were:

> What services offered through DHP have been most helpful for you?
> What services offered through DHP have been least helpful for you?
> Would you recommend the DHP to someone /friends you know?
> What do you think of the name DH?
> If you had the chance to talk to your local legislator how would you describe your experiences in DHP?

Time was allotted for testing of the research questionnaire where attendees were asked to fill out the survey on-site and add comments, suggestions, or revisions to the draft. A total of 76 individuals attended the three focus groups and 50 surveys

were returned for initial analysis and data entry. The questionnaire has been shaped and molded by feedback from these three focus groups.

Facilitated discussion with representatives of the local programs (current participants, DHP graduates, drop outs, instructors and local advisory council members) elicited three main themes. The main concern for graduates in Snohomish County was employment. Many reported difficulty finding employment due to dislocated workers taking the service jobs they were once able to get, but now unable to, because of employers' requirement for recent paid work experience. The main foci for graduates in King County were educational opportunities and financial aid. The main themes that emerged from the Yakima focus group were basic survival needs and housing concerns.

Responses about changing the name of the program were both positive and negative. The Snohomish County focus group argued that the name describes the situation many face when in transition. The name adequately describes the transitional phases many face when losing one's primary role as the homemaker. This group argued that it may be hard to accept the label "displaced homemaker," especially when one is recently divorced, separated or widowed, but after sharing their experiences with other women and going through the classes, a sense of identity is regained. This group described that a level of acceptance is reached after going through the range of emotions necessary to get to a stage of action.

The King County group unanimously cheered the idea for a name change. Reasons were reflective of what the Snohomish group described; many of the King

County class described their revulsion and negative reaction to the word "displaced," it conjured up images of being discarded, outcast and marginal to society's mainstream. A couple of graduates from two and three years ago offered that the label itself was just a label and they had personally rejected the name because of the personal philosophy of avoiding categories. These graduates also argued that the name may restrict who gets services and offered to broaden the scope of these services to all women in transition.

The Yakima County focus group included people currently in the program and graduates from one and two years ago. This group's reaction to the name was equally divided between rejection and acceptance. The dialogue reenacted the other two focus group sessions. Many reacted to the name "displaced" as if it was a disease, while others said the name was appropriate as it truly portrayed the transition many face when exploring options different from homemaking. This focus group included many Hispanic women currently going to school and who eloquently recounted their grieving over a divorce, transcending their cultural beliefs, developing new support networks, and taking risks with "the dominant culture." This group thought the name adequately described the transitions they experienced.

So the name "displaced homemaker" continues to generate opposing points of view and yet seems to describe the experiences of transition described by many in the focus groups. DHP services that appeared to be most beneficial are the support groups and the class sessions on self-confidence, affirmations and personal adjustment.

All three focus groups agreed on the most beneficial aspect of the DHP. The support of other women in transition helped many to face their fears and feelings of being overwhelmed. Individuals at all three sites spoke of their feeling and comfort that they were not alone in facing the challenges of moving from dependence into independence. This feeling of safety and support motivated many to keep attending the DHP classes. Providing this support tended to transcend the DHP classrooms where many helped each other outside of class and stayed in contact over the following years. DHP graduates expressed that the wisdom and life experiences shared within the DHP classrooms prompted many to continue learning from each other.

All three focus groups also mentioned that instructors, counselors and educators recognized their transferable skills connected to homemaking. The "mode of thinking that we are not just housewives, but we do have skills that can be translated into a resume" was especially powerful for many. The time spent identifying skills used in the home and the use of language in translating those skills for prospective employers was helpful for many.

DHP service providers also provided positive role modeling for many to look forward to the future and to consistently look for positive examples in other avenues of their lives. DHP services provided exercises in visualizing success and reinforcing success in everyday experiences. These exercises proved to be highly valuable for DHP graduates, where many retain those experiences today, while adding that no one rescued nor did the work for them.

Participants in the focused groups also mentioned the benefits of sharing resources and linkages to the community. Legal information, financial assistance for education, counseling sources, public assistance linkages, and interview clothes available at some sites were most helpful. Areas that needed additional support were those requiring money: child care, transportation or emergency funding for the "little things that can abruptly end one's goal."

The barriers that tend to get in the way of displaced homemakers' path to independence are varied. The predominant barrier cited in all three focus groups was affordable child care. Waiting lists exist at all community and technical colleges and certified community day care providers are full or too expensive. Some concerns were expressed about the quality of day care. Transportation barriers were discussed at the Snohomish and Yakima focus group sessions due to lack of public transportation. Rural parts of the counties are not included in the transit service delivery area so many may not access the DHP services due to limited service or no service at all. For many, multiple conflicts arise when activities must be organized around limited bus service times.

All three focus groups mentioned the lack of follow-up. Many stated that DHP classes were too short to begin with, but that after the session ended, there was no organized on-going support. DHP graduates and current participants echoed each other by stating that changes take place over time and on-going support would help them stay focused in job seeking and other goal directed behaviors. One person stated that she had joined a community college support group but it was not the same as the peer support she had received through the DHP.

What is interesting about this information is that child care and transportation were pointed out as roadblocks in the focus groups, but did not emerge as statewide barriers in the completed surveys. The need for a "phase two" or comprehensive follow-up did surface through questionnaire responses which were congruent with the focus groups discussions.

The Survey

A total of 5,550 surveys were mailed to DHP graduates from the six sites participating in this project. This total represents the number of eligible displaced homemakers that graduated from six centers and programs geographically dispersed across the state from the years of 1987 through 1992. These surveys were mailed in two stages over a one month period. This means that surveys were mailed to DHP graduates from 1987 through 1990, the first half of March and surveys were mailed to DHP graduates from 1991 through 1992, in the last half of March. The deadline for completed surveys was April 22, 1994. This accounted for delays of client information at the local level, mailing processes, approval from the human subject review board, and gathering the client identification numbers from last biennium. This also factored in comparable response time at the local level for the re-mailed and delayed mailings.

To assist in the ease of completing the survey, a self-addressed stamped envelop was provided with a cover letter of assurance, authenticity and contact person of the research project. A reminder post-card was not mailed out due to costs associated with the original first class mailing and to the re-mailing of traced changes.

Approximately ten percent returned the questionnaire (N= 542). Dead-end surveys equated to 1,562 (28 percent), and the number of the re-mailed surveys was 441 (8 percent). The program office is still receiving completed mailed surveys and telephone calls inquiring about the research project which may account for the remaining 3,005 (54 percent). This additional information (40 more surveys and 7 calls) have not been added to the graduate survey database.

The geographic distribution of the survey implementation stages are captured in the following table. This geographic representation is consistent with the statewide distributions where multipurpose service centers are expected to serve more displaced homemakers and programs serve less displaced homemakers. These distribution patterns are reflective of funding levels and the DH Act. One can infer from this information that a ten percent response rate is statistically significant and representative of the original sample.

Table 2: GEOGRAPHIC REPRESENTATION OF SURVEY

LOCATION	ORIGINAL MAILED N = 5,550		RETURNED N = 542		GEO REP OF MAILING	RE-MAILED N = 441		DEAD-ENDS N = 1,562		NA N = 3,005	
	#	%	#	%	%	#	%	#	%	#	%
SPOKANE	1,541	29%	158	30%	10.25%	145	33%	513	32%	725	47%
KING	1,337	24%	108	20%	8%	91	21%	192	12%	946	70%
YAKIMA	747	14%	49	9%	6.25%	54	12%	272	17%	372	49%
SNOHOMISH	702	12%	86	16%	12.25%	73	16%	274	18%	269	38%
KITSAP/ MASON	651	11%	85	15%	13%	15	4%	197	13%	354	54%
THURSTON	572	10%	56	10%	9.79%	63	14%	114	8%	339	59%
TOTAL STATEWIDE	5,550	100%	542	10%		441	8%	1,562	28%	3,005	54%

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As is evident, the actual representation of responses per geographic site is low for all three multipurpose service centers and high for all three programs. Although Spokane, King and Yakima Counties account for the greater response rate of the total returned DHP graduate surveys, they barely represent ten percent of their original mailings per site. The opposite is true for Snohomish, Kitsap /Mason and Thurston Counties; these program sites meet or exceed 10 percent of their original site mailing representation.

As expected, the rates for the no-returned questionnaires are high at each site and statewide. Dead-end addresses account for 28 percent of the total original mailing and the re-mailed surveys account for eight percent of the statewide total. When analyzing the dead-end returned surveys, over 50 percent can be traced to the years of 1987 through 1989 for all six sites. This confirms the mobility issues this population faces.

A mailed instrument assumes that many of the DHP graduates had current addresses. This mailing was picked as a way of updating local contractors' records and sharing this information with them as a reward for their participation. The resulting evidence indicates that many of the DHP graduates have moved over the six year span, which is not surprising as evidenced by the SVC project, and verified by this statewide undertaking. The nearly 54 percent of the questionnaires that are not accounted for is not surprising for an undertaking of this nature and size. The program office relied heavily on the local centers and programs to provide the names and addresses of the DHP graduates, where record keeping systems differ.

This difference may partially account for the variety in response patterns. For example, Spokane County was able to quickly locate DHP client logs and forward these to the program office, where others took longer or sent boxes of client data files for program staff to sort. The tracking of the survey implementation stages illustrates

the picture of mobility and transition issues displaced homemakers face. Yakima and King counties appear to have the higher mobility rates which may account for their lower response rates from DHP graduates.

Findings

Demographics

All questionnaire respondents are female. Approximately 50 percent of the respondents are 46-55 years old (34 percent) and over 56 years (15 percent). Thirty-four percent are 36-45 years old, while 16 percent are in the 26-35 age range. Current marital status of DHP graduates equates to: 47 percent are divorced; 22 percent are married (qualified by respondents as re-married); 16 percent are separated; nine percent are widowed; three percent never married and three percent are married with a disabled spouse (Charts 6 & 7).

Chart 6: AGE

Chart 7: MARITAL STATUS

The respondents are representative of the ethnic origin of the previous biennial DHP graduates and are reflective of the state definition of a displaced homemaker. Eighty-eight percent are Caucasian; four percent are Native American /Eskimo /Aleutian; three percent are Asian/Pacific Islander; two percent are African American; and two percent are Hispanic/Latina. Forty-six percent do not have any

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children living at home; where 23 percent have one child, 20 percent have two children, 9 percent have three children and 1.3 percent have more than five children living at home (Charts 8 & 9).

Chart 8: ETHNICITY

Chart 9: NUMBER OF DEPENDENTS

Employment

Approximately 59 percent (n= 319) of the DHP graduates are employed where 54.5 percent (n= 174) are employed full-time and 45.5 percent (n= 145) are employed part-time. Of the 59 percent that are employed, 52.5 percent (n= 165) have medical insurance provided at their place of employment where 47.5 percent (n= 149) do not have medical insurance. Charts ten and eleven illustrate employment and insurance levels attained by the DHP graduates. Seventy five percent (n= 229) reported being paid hourly wages, where the remaining were paid monthly. DHP graduates earn an average hourly wage of $8.76 with a standard deviation of 5.41. The full-time equivalent (average 40-hours /week) is $1,524.24 per month or $18,290.88 per year (174 accounting hours x $8.76 x 12 months).

Chart 10: EMPLOYMENT

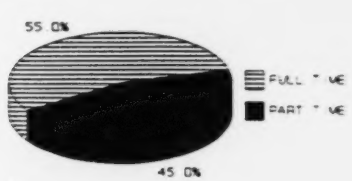
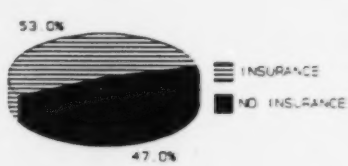


Chart 11: INSURANCE



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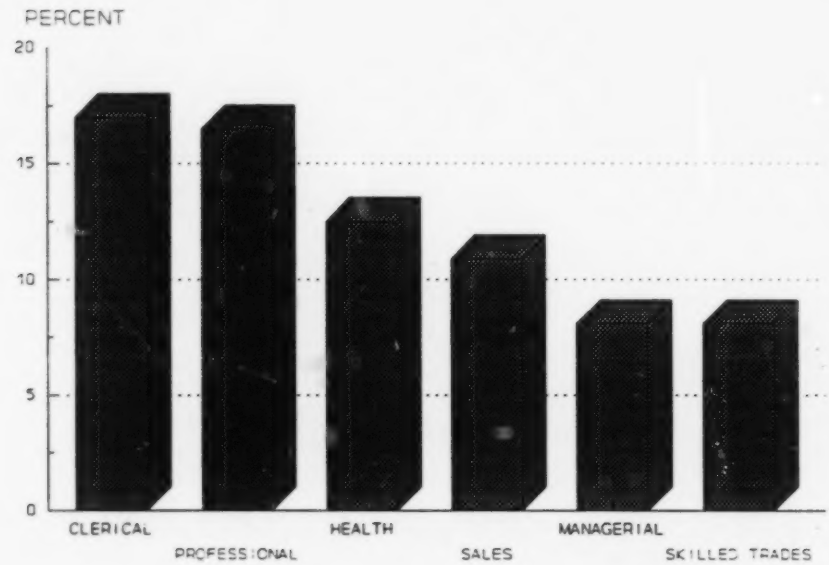
The most frequently held job is in the clerical field at 17 percent; the second highest concentration of graduates are in professional occupations at 16.5 percent; the third is health at 12.5 percent; the fourth is sales at 10.9 percent; and skilled trades ties in fifth place with managerial jobs at 8.1 percent. Bar graph 1 represents the occupational distribution of DHP graduates.

Bar Graph 1: <u>TOP OCCUPATIONS</u>



DHP graduates in the clerical occupations hold job positions such as: clerk typists, clerical assistant, claims assistant, accounting technician, bill clerk, and legal assistant. Professional jobs such as case workers, assistant special educator, mental health counselor, educator, and lecture series coordinator are held by DHP graduates. Health jobs held by DHP graduates are: nannies, diet aide nutritionist, licensed massage therapist, public health nurse, medical lab assistants, and homecare therapists. The skilled trades positions held by DHP graduates are: drafter, master gardener, flagger, paper-hanger, and cartridge service.

DHP graduates in full-time positions are concentrated in the professional, managerial, technical, health and skilled trades occupations. DHP graduates in part-time positions are concentrated in the clerical, sales and craft occupations. Those occupations that tend to provide medical insurance are professional, clerical, health, managerial, administrative and the skilled trades.

The following table depicts the average hourly wage of occupations held by DHP graduates.

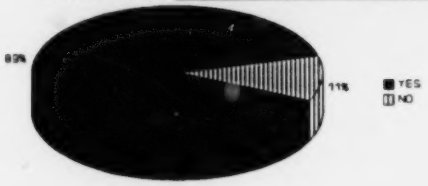
Table 3: Occupations & Average Wages

Occupation	Average Wage	Standard Deviation
Clerical	$8.42	2.40
Professional	10.22	6.13
Health	9.98	9.07
Sales	5.70	2.73
Skilled Trades	10.16	4.54
Administrative	9.56	3.12
Managerial	8.45	5.32
Technical	8.25	4.69

As illustrated by table 3, the highest paying occupations are professional jobs with skilled trades in second place and health jobs in third place.

Open-ended question number eight in the survey asked DHP graduates about holding other jobs since their participation in the program. This question elicited a positive 89 percent response rate from DHP graduates. The jobs most cited were work study positions while attending school or student work study positions that had a strong educational element such as externships or internships. Chart 12 represents these results.

Chart 12: HELD OTHER JOBS



Education

Across the six sites, 34 percent (n= 185) of DHP graduates are currently participating in an education or training program. Sixty percent (n= 112) are getting an education at a two-year institution, 13 percent (n= 24) are enrolled at four-year institutions, 12.4 percent (n= 23) are pursuing private education (citations reflect proprietary and religious institutions), 6.5 percent (n= 12) are enrolled in a technical or vocational program, and 4 percent (n= 8) are receiving on-the-job training. The remaining 3.2 percent (n= 6) are participating in graduate studies (Chart 14).

Of the 34 percent currently enrolled in an education or training program, 48 percent (n=86) will receive their associate degrees. The types of degrees they will be receiving are in such fields as accounting, general education and medical disciplines. Of this proportion, 62 percent (n= 54) will graduate by spring of 1995, and 29 percent (n= 25) by June of this year. The 27 percent (n= 48) receiving

certification will graduate next June. They are getting certifications in such fields as computer specialist, chemical dependency, or medical assistant programs The 16 percent (n= 29) working on their bachelor degrees will be graduating this next June. DHP graduates working on baccalaureate degrees are concentrated in such disciplines as liberal arts, psychology /social services, and education. Five percent (n=9) will receive apprenticeships or journey level certifications, and 3.4 percent (n=6) will receive a master's degree (Chart 13).

Chart 13: DEGREE TYPE

Chart 14: INSTITUTION TYPE

The average time for DHP graduates to enroll and graduate from two-year institutions is four years, six years for four-year institutions, and three years for technical or vocational training. These averages were calculated from comparing the date of the DHP graduation to the date of expected degree completion.

Overall, (56 percent) of the survey respondents state that they have taken other education /training programs, classes or workshops since their participation in DHP. This was calculated from the responses to open-ended question number 13 that asked: Are there other education/training programs, classes or workshops that you have taken since your participation in the DH program? Of the 56 percent that have taken additional education or training programs, 30 percent completed AA or AS degrees

with the intention of transferring into baccalaureate institutions. Respondents identified on-the-job training, and skill advancement in computer or technological training as additional training opportunities. The responses to this question are illustrated in the following table.

Table 4: Continuing Education or Training (Q #13)

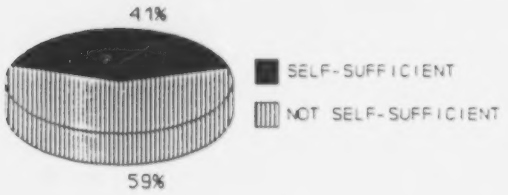
SITE	Yes		No	
	%	#	%	#
Spokane	54%	85	41%	65
King	56%	61	35%	37
Snohomish	52%	43	42%	37
Kitsap/Mason	39%	33	53%	45
Thurston	55%	30	38%	21
Yakima	51%	25	43%	21

Self-Sufficiency

The finding where 55 percent of DHP graduates are working full-time, is encouraging and opposite of the national profile experience. According to the national profile, 32 percent of displaced homemakers are in part-time positions that do not provide benefits or medical insurance, where 53 percent of working displaced homemakers have incomes below poverty levels. This national information is

qualified with defining displaced homemakers as not being employed full-time, year-round. The qualitative information collected from this survey suggests that although program graduates are working, or enrolled in a training or education program, 59 percent do not consider themselves economically self-sufficient.

Chart 15: SELF-SUFFICIENCY



Survey respondents identified three prevalent reasons; many need a full-time job, more education for job advancement, or to finish their schooling. Many need a full-time job with benefits such as retirement or vacation leave or a permanent job with benefits. More education would increase their pay or align them to pursue a promotion into a higher paying job; further education and training would also increase their skill levels (especially with regards to computers and technology) which is perceived as a way of getting comparable pay. In the words of survey respondents: "More education for a better job," "Get my degree in order to find a job to become self-sufficient," "Go to college to get some kind of degree to get a good, secure job," or "Additional education so I can be on a competitive level with the current market." Table 5 profiles typical responses to question 9: "Do you consider yourself economically self-sufficient (able to support yourself and your family)? If not, what do you think you need to be economically self-sufficient?"

Table 5: Self-Sufficiency Levels (Q#9)

County	Yes		No		Reasons:
	%	#	%	#	
Spokane	43	69	49	78	75% Needed: full-time job, more education or to finish school.
King	36	39	60	65	76% Needed: full-time job, more education or employment.
Snohomish	41	35	54	47	76% Needed: full-time job, more education or improved health.
Kitsap/Mason	18	15	77	66	74% Needed: full-time job, more education, further investigation, health insurance or child care.
Thurston	45	25	48	26	72% Needed: full-time job, employment or more education.
Yakima	35	17	59	29	75% Needed: full-time job, more education, finish education or improved health.

Respondent answers to the second half of question nine tended to be positive and future oriented for those that cited finishing school as a way to become economically self-sufficient. "Finish education goal to make a good wage and to be self-sufficient," "After I finish school I will find full-time employment," "Higher wages which will come from more education after completing degree requirements," "To complete my degree and to work at a job that pays a living wage," "Currently getting food stamps and child support while I am in school. I hope to be totally financially independent when I finish with school," "Finish my schooling; currently full-time student. I am 53 years old and have been on welfare several times with my physical limitations. If I had been educated the first time, it would have ended welfare then." These statements also reflect respondents' awareness that higher levels of education usually lead to increased earning capacity.

The majority who do feel economically self-sufficient are those program graduates who are over 56 years of age; 62 percent in this age cohort consider themselves economically self-sufficient. When correlating marital status by self-sufficiency levels, 72 percent are widows, with 50 percent being married to a disabled spouse. This correlation does not pull out actual income levels by feelings of self-sufficiency. This is interesting, as the national literature points out a correlation between age and poverty levels; older women tend to live in poverty because of their lower incomes from that of older men (Sidel, 1992).

Another result supported the national profile: self-sufficiency was correlated to number of children. Respondents with children at home often do not consider themselves economically self-sufficient. Nationally, 57 percent of the displaced homemakers with children living at home are working; 30 percent of these are employed in predominately clerical occupations which do not provide a living wage for families.

Survey results indicate that for those earning $8.51 to $9.00 an hour with one to three children; 33 percent do consider themselves economically self-sufficient and 33.33 percent do not. When DHP graduates earn more than $9.50 an hour with none to three children living at home, they feel economically self-sufficient (by 68 percent). Twenty percent of the survey respondents are earning more than $9.50 an hour and 43 percent of these consider themselves economically self-sufficient with one to three children living at home.

The following table is a depiction of the correlation that was generated between self-sufficiency levels, wages and number of children living at home.

Table 6: Self-Sufficiency, Wages and Number of Children

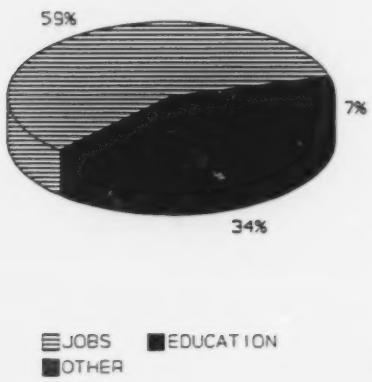
Not Self-Sufficient	Yes Self-Sufficient	Wages per hour	Number of Children
29%		$5.00 or less	0
43%		$5.00 or less	1 - 4
23%		$5.51 - 6.00	1 - 3
	50%	$6.01 - 6.50	1 - 3
57%		$6.51 - 7.00	1 - 5
	60%	$7.01 - 7.50	2 - 5
29%	29%	$7.51 - 8.00	1 - 3
33.33%	33%	$8.51 - 9.00	1 - 3
	68%	$9.50 or more	0 - 3

Forty-one percent of DHP graduates that did consider themselves economically self-sufficient (Chart 15) provided qualifying statements such as: "Sharing the expenses of daily living helps," "Yes, with the pension I receive from dead husband's job," "Only because I receive child support," "Yes, after I finish with my education," "Almost, I am building up my clients faster this year," "Only due to maintenance and child support," "I receive social security benefits for myself and my children," "If my husband were to lose his job, we could not make it," "Now I am 65 years old and I have my late husband's social security," "Only due to husband's social security disability from Boeing," "Due only to social security widow's pension and from job upgrade," "I receive additional income from child support and other sources. My job does not provide enough to support me and one child," "Since there is just me and my home is paid for, otherwise I would need full-time employment," "Yes, but I cannot afford to move out of low-income apartments," and "Yes, but damn broke."

Total

The overall picture of the long-term outcomes for graduates of the Washington State Displaced Homemaker Program looks encouraging. Fifty-nine percent of DHP graduates surveyed are working, 34 percent are enrolled in an educational or training program and seven percent are in the other classification. "Other" included such outcomes as "upon remarriage resumed homemaking," still looking for employment, working on resolving chronic health problems, or investigating or waiting to enter a school program. Chart 16 illustrates the long-term outcomes of DHP graduates from 1987 through 1992.

Chart 16: TOTAL



Self-Confidence Evaluation

Components of behavioral changes leading to increased employability are measured by the self-evaluation section in the client data forms. Program participants fill out a Likert-scaled self-evaluation instrument that is administered at intake and 60 days after program completion. The Likert-scaled self-evaluation was developed in 1983, by the firm of P.M. Consulting. The evaluation instrument measures participants' perception of self-confidence and competence regarding employment. The underlying supposition is that increased self-confidence and knowledge of job search methods contributes to increased employment now and in the future.

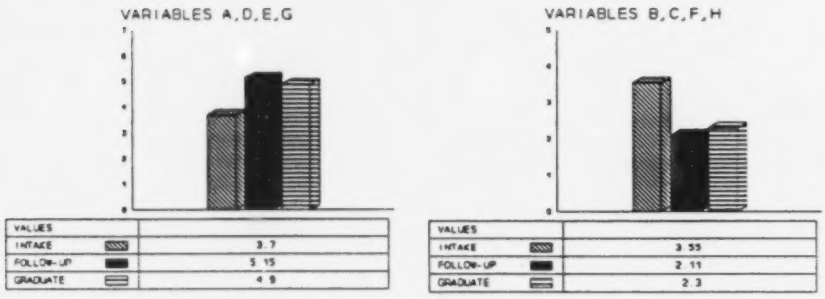
This "intangible" element tends to be a pivotal point for displaced homemakers in transition and is one of the on-going measured objectives of the program. This variable is an integral part of this research. From the evaluation data collected in the past three biennia, displaced homemakers entered the program either unemployed or under-employed; the majority had low self-confidence regarding employment ability. Statewide measurements indicate displaced homemaker graduates increased their self-confidence, awareness of educational and training opportunities, and knowledge of services available in their community consistently in the last six years.

Eight self-evaluation questions with the same seven-point index scale were included in the questionnaire. The scores on the self-evaluation range from 7=very untrue, 6=untrue, 5=somewhat untrue, 4=not sure, 3=somewhat true, 2=true, and 1=very true. The questions evaluate attitudes or confidence levels associated with job search techniques and employment goals. Self-evaluation scores were compared from the intake, 60 days follow-up and the graduate survey to allow an evaluation of changes in self-confidence and self-esteem over six years.

The actual implementation of this research objective proved to be challenging. The basic assumption that the DHP graduate survey respondents would have on file an intake and 60 days follow-up client file proved to be inaccurate. Out of the total 542 that responded to this graduate survey, 150 have records containing all three evaluation points.

Confidence levels measured higher after graduation from the DHP and stayed higher than the entry score even at six years after graduation. Results from the eight statements on self-evaluation show that the 150 DHP graduates do indeed maintain increased levels of self-confidence and esteem over time. The seven point Likert-scaled self-evaluation differs in value according to the question being asked. High scores for questions 19A, 19D, 19E, and 19G indicate confidence. Lower scores for questions 19B, 19C, 19F, and 19H demonstrate the same. (See appendix for copy of survey.) Bar graph two present the averages that came out when comparing confidence levels at intake, 60 days after graduating from DHP and the 1994 graduate survey.

Bar Graph 2: Confidence Levels of DHP Graduates



From this comparison, it looks as if the levels of confidence and esteem gained through the DHP are maintained over time. In fact, this element of program service is supported by the qualitative information collected from the open-ended questions and from the focus group discussions held throughout the state.

Reflection Questions /Qualitative Information

Four Open-Ended Questions were included in the survey to collect qualitative information about the experiences of DHP graduates. Question number 14 in the survey inquired about graduates' short-term and long-term goals.

The three short-term goals are: 1) completing education /training programs; 2) getting a job that is in field of study, that is enjoyable and provides meaning while allowing for self-sufficiency; and 3) continuing to learn on-the-job, perfecting skills, increasing job skills knowledge while increasing wages, and/or seeking career advancement opportunities at current place of employment. The combined themes of wanting to finish educational pursuits, continuing to learn and advance for self-improvement and self-sufficiency account for 95 percent of the responses.

The three long-term goals are: 1) career development and promotion opportunities, getting a full-time job with benefits to be out of debt; 2) to further educational pursuits, meaning getting advanced degrees (bachelor's, master's or doctoral levels); and 3) to complete degree or training program. Statements associated with the career development theme emphasize proficiency within employment fields and the strong need to be economically self-sufficient. DHP graduates want to be working in meaningful and purpose filled positions while at the same time engaged in gainful employment that allows them a sense of financial security.

The combination of the second and third ranking themes illustrate an awareness of the need for higher education or training in order to advance within their career of choice. This awareness that an education can increase earning capacity is of particular importance for women, since they need substantially more education than men to reach similar earnings. For example, data from 1987 show that women with the same level of experience and with some college, on average, earn $10,704 compared to men earning $20,316; vocational degree earnings for women at $13,908 and men at $23,004; associate degree earnings for women at $14,472 and men at $25,596 and so on (Bureau of the Census Series P-70, No. 21, 1988).

These short-term and long-term goals that emerged reflect optimism for the future and the sense of determination to accomplish these goals. DHP graduates appear to have a sense of purpose and commitment to continue to learn and grow either through formal education or through potential on-the-job training.

The other open-ended question (#15) asked graduates about their three most significant accomplishments since their participation in DHP. The top three significant achievements are: 1) regaining self-esteem; 2) going back to college and continuing one's education; and 3) gaining employment and becoming self-sufficient.

The most recurrent theme seemed to be the rebuilding of confidence, belief in self, and self-knowledge. Many of the women stated that the increased awareness of their ability to "take charge" transferred into other areas of their lives where making decisions and deserving happiness surfaced as a civil right. Often the remark of "having a healthier relationship with my family" was mentioned as a secondary benefit of increased self-esteem.

Continuing education was a another frequent theme. Statements about graduating college and continuing on to the next level of higher education indicated success within this arena and renewed confidence in their ability to succeed. Regaining the courage to go back to school was pivotal. Continuing education was often not considered an option for them. Statements in this section had the prevalence of ending with exclamations and joyfulness; "Graduating with two degrees!" "Going back to college and getting off welfare!" or "Going back to school and maintaining good grades!"

The third predominant theme focused on employment. Statements were mixed between women who had employment and wanted advancement opportunities and women wanting to get steady work and become economically self-sufficient. Statements such as "Becoming self-sufficient," "Becoming independent." "Going to work with job advancement opportunities," and "Being successful and valued in my place of employment," illustrate respondents wanting to be economically self-sufficient.

The fourth theme was the resolution of divorces or closure to a long period in their lives. This personal adjustment theme was significant for many as it regards decision-making, balancing time demands, and finding courage to face challenges of custody or other legal battles. "Fighting for kids needs," "Adjusting to life as a single mom," "Finding closure finally when finalizing divorce," and "Becoming more

assertive in the three year legal battles with my ex-husband" exemplified the determination, perseverance and strength of these DHP graduates.

Question sixteen asked DHP graduates about their most challenging roadblocks and how they overcame them. The top three roadblocks are: 1) Health; 2) Fear; and 3) Economics. Health roadblocks encompass abuse issues, grief, depression, post-traumatic stress, mental health, "my disability" and chronic health issues such as cancer. Respondents overcame these roadblocks by: "Reaching out and not giving up," "Counseling and medication," "Slowly improving confidence levels and working on overcoming hopelessness," "Applied knowledge learned from DHP," "Getting family members to help," to "DHP showed me you need not know why - just use it to strengthen yourself to carry on into the future."

The second most challenging roadblock identified was fear. This included fear of failure, shame of age, lack of confidence, fear of risk, fear of rejection, going back to school and "being myself." Ways of overcoming these fears involved: "Facing the fear and doing it anyway," "High GPA in college keeps me afloat," "DHP helped so much," "Sink or swim attitude," "My self-esteem increases each time I survive a test at school or work," and "Just step out and do it."

The third roadblock was economic. These types of roadblocks include welfare, surviving joblessness, struggling on a low standard of living, keeping employed, to acknowledgement of financial dependence on someone else. Ways of overcoming these roadblocks were: "Budgeting with less," "Living with less and cutting corners," "Family help," "Work hard to stay employed," "I found out which agencies will not help," "Applied for public assistance," "Determination and perseverance," "Energy from learning keeps the rest in perspective," to "I tell myself that what I am working for is worth the sacrifices."

A fourth theme surfaced, not as strong as the first three themes, but worth mentioning. Survey respondents identified age discrimination as an employment roadblock. "Societal discrimination," "Middle aged and weight," "Forced changes at my age," and "At my age re-entry into the workforce is a major barrier." Identified ways of overcoming this roadblock were primarily attitudinal: "I don't give up easily," "Try to find a good fit, can only work part-time," "I do not allow being pressured, prioritized my goals and move on," and "I used the resume and interviewing skills from DHP."

The last two open-ended questions asked about the most and least beneficial aspects of the DHP. The most beneficial aspects of DHP are: 1) support and encouragement (peer support and affirming, positive and directive instruction); 2) building self-esteem and self-confidence; and 3) job search information such as resume writing, mock interviewing, identification of transferable skills and learning about the resources within the community related to education and employment.

The least beneficial aspects of the program identified were: 1) lack of job placement assistance and 2) on-going support or comprehensive follow-up. Over 75 percent of the respondents pointed out that all of the program was rewarding. The following statement encapsulates this message: "DHP gave me the tools I needed to take the next step. DHP is a bridge from where I was to where I am going."

CHAPTER FIVE

Discussion

This study researched the question of displaced homemaker graduates success from the 1987, 1988, 1989, 1990, 1991 and 1992 programs today in terms of economic and emotional self-sufficiency. The focus of the study was to find out if the instructional services offered at six sites make a difference in displaced homemakers lives by measuring the longitudinal outcomes of program graduates. The measurable outcomes were gains in employment, education /training and confidence levels.

Employment and economic self-sufficiency

Results of this long-term outcomes evaluation suggest that the DHP does indeed have a positive impact on graduates' lives and that after some time they do achieve their education /training goals as well as getting employment that pays a living wage. The 59 percent that are employed and earning an average of $8.76 an hour or $18,290.88 is higher than the federal definition of "gainful employment" for a family of four. According to the Washington State Need Standard, as determined annually by the Department of Social & Health Services, a family of four earning $16,330 for the fiscal year 1992 was maintaining a minimum standard of living. Using the standard for 1992, the average annual salary of DHP graduates ($18,291) can be considered gainfully employed.

Our state parallels the national trend of more women entering or re-entering the labor force. Nationally, the participation rate reached a peak of 57.5 percent for women, where statewide we averaged at 52.9 percent in 1990. The types of jobs women tend to be concentrated in are predominately part-time jobs that do not pay health benefits. Statewide, 26.2 percent of women are employed in the service

industries, 22 percent are concentrated in trade (wholesale & retail), and 17.8 percent are clustered in government, the third largest industry for women in our state. In non-traditional industries, women comprise of 1.5 percent in Construction; and 1.3 percent in Agriculture (ESD /LMI Review, 1992).

Occupational choices of the DHP graduates show some emerging trends. Although DHP graduates are concentrated in the clerical occupations, further analysis shows that the titles of these jobs have potential for advancement; bill clerk for the legislature, legal assistant, accounting technician, and clerk typists (II or III levels). The clerical job categories also illustrate the prevalence of statewide labor market demands. The second occupational choice of DHP graduates is concentrated in the professional fields. These jobs pay DHP graduates an average hourly wage of $10.22. When looking at the job titles of this occupation, the majority of the DHP graduates are in human services and education. These occupations are typically choices traditionally favored by women. The economic stability of these jobs appear promising as these positions are full-time, unlike the clerical fields, which are part-time posts.

This statewide finding does not correspond to the Skagit Valley College's employment finding where survey respondents were going into small business ventures (Brainard, 1989). Small businesses did not emerge as a top statewide occupation of choice. DHP graduates are in fields where definite career potential and advancement opportunities exist and where a labor market can support them. The third occupational choice - health - by DHP graduates appears to be a good match with current labor market growth and represents high pay for women returning to the workforce. Actual job titles of DHP graduates positions represent a concentration in medical technician or specialists, where they are handling information or processing data for the medical field.

The development of the skilled trades profession as an occupational choice (tied fifth place with managerial jobs) for DHP graduates is extremely exciting. The fields of electronics, drafting, flagging, paperhanging, and laboring are considered non-traditional occupations for women (when an occupation has less than 25 percent of any gender it is considered non-traditional for that gender). Unlike the national scenario (Status Report, 1994) and Utah's follow-up survey (Osguthorpe, 1986) survey respondents are not making the "pink collar" employment choices.

Some of the responses to the goals question on the survey reflect wanting contentment with one's work, wanting to be happy with a career, or acquire a position in the field one sought training in. Economic progress went hand in hand with wanting meaningful work. Goal statements indicate that DHP graduates want to be in full-time positions that provide benefits such as medical insurance and vacation leave. This may account for the high rate of DHP graduates in jobs that provide insurance to them; they sought it out. This may also illustrate a strong practical component of the DHP job readiness classes offered throughout the state.

Education

Employment growth areas in our state require additional (minimum of 2 years) training or education. Our state's top five employment growth areas support this assertion; data processing, equipment and repairers, dentists, lawyers, architects, and automobile body and related repairers tend to require more than a high school education. In our state 13.7 years of education is needed for the average Washington job.

This study captured the fact that 34 percent of DHP graduates are currently enrolled and matriculated in an educational setting and will graduate within the next year. The occurrence that the majority of survey respondents are enrolled in a two year institution may be a reflection of their initial contact with the DHP. Four of the six contracted sites that participated in this study are considered two year public educational institutions.

The survey respondents choices of educational and training pursuits reflect knowledge of the top growing industries across the state. DHP graduates' attainment of associate degrees in accounting, applied health, computing, legal secretarial, medical records technician and social sciences shows a practical understanding of getting the employment rate of return for their education and developing a career path in the long-term. DHP graduates' obtainment of four year degrees in accounting, applied psychology, communications, computer science, liberal arts, elementary education and human services demonstrates a mixture of traditional career paths and emerging careers with a high potential of advancement for women.

Survey responses about significant achievements indicate that continuing education is of paramount importance to these women. Many of the open-ended responses indicated that computer and technological training is heavily sought after, while additional training and upgrading of skills is happening through opportunities on-the-job. DHP graduates educational participation and the prevalence of seeking technological and computer training represents informed choices about occupations with excellent growth and career potential for women.

This survey found continuing education and completing degree requirements as higher priorities for DHP graduates, which is slightly different from the SVC three year graduate study, where employment goals ranked higher than education goals. This may be a reflection of getting information while DHP graduates are in the

middle to later stages of their education goals. Many of the reflection questions were answered in the present tense and strong active words were used to express their optimism for their futures. This optimism and capturing of the "in process" was also found in the SVC six year research where statements reflected the awareness of making it through the transitions from dependence to independence (Brainard, 1993, p. 31). Survey respondents' use of words such as finishing, completing, working on, continuing with "my educational goals" were prevalent with DHP graduates when describing their short-term goals. DHP graduates also used words for finality or resolution, or knowledge about completion when describing their long-term goals: "Finish degree program," "Graduate with my BA," "Get my bachelors, masters and then maybe Ph.D.," and "Completion of another degree."

Self-Confidence

Attitudes, self-perceptions and confidence levels were measured in this survey. DHP graduates do indeed appear to maintain the confidence levels measured at the 60 days follow-up. Survey results clearly point out that the initial gains made are preserved over time although not at the 60 days follow-up level. This may be more of an indication that the immediate influence of the DHP and the support of other women makes a positive impact in the lives of displaced homemakers. This finding is strengthened by respondents positive feedback about program elements such as re-building self-esteem, the support of others in similar circumstances and setting goals.

Recommendations

It seems apparent that the long-term payoff of increased self-confidence that is imprinted within the DHP classes are maintained over time. The formula of what is provided within the programs across the state needs to be left alone. The services provided seem to offer a comprehensive approach to re-building and providing the

foundation blocks in assisting displaced homemakers move forward and to complete a successful transition. This survey did not bring out the exact amount of time transitions take as did the SVC survey, nevertheless, it did show that length of transition takes years. Results from this survey captured six years of information about DHP graduates work toward improving their lives and the positive impact DHP has on people lives.

The two weaknesses identified by DHP graduates need to be addressed. The suggestion of establishing on-going follow-up support groups was also an outcome of the Dolan study (1988). Survey respondents identified the need for support of a different type while maneuvering the stages of transition. Job clubs, "refresher courses," or "intermediate resume writing and technical assistance," were offered as suggestions for on-going follow-up support. Respondents indicated the need for more time in exploring career options and developing resumes. Some stated that the additional support may assist former displaced homemakers in maintaining their goals. "Having mentors, follow-up programs or something to fall back on for support and keeping us on track with our top goals, instead of having the tendency to settle for something less when left out there alone, when a gentle push from someone saying you can do it would be beneficial." The consistency of content and frequency of this theme provides evidence that survey respondents are asking for additional job readiness assistance, not additional personal adjustment counseling. Policy makers may want to investigate the possibility of implementing a "phase two" of the program. Additional resources would need to accompany the planning, development and implementation of this additional segment to the DHP.

The second weakness of the DHP is woven within the first identified weakness - lack of job placement and assistance. Survey respondents stated that there are no comprehensive elements of job placement assistance offered through the DHP. Statements such as "lack of personal help with job search," "not having a job

placement service," and "no real help in job placement or tapping into a network of job information" strengthen their argument about program weakness. Again, the prevalence of this theme suggests that DHP graduates are using the information they gained from the DHP classes and are wanting to put the new knowledge into practice. These respondent statements suggest an opportunity for local programs to extend and strengthen their linkages within the community that already provide job placement services.

Both of these program weaknesses and respondent suggestions signify the necessity for additional resources. It may be prudent to organize follow-up focus groups with DHP graduates and service providers from other parts of the state to share these long-term outcomes of the DHP. Policy formulation and development from these focus groups could provide the guidance necessary for program change. A group of enthusiastic volunteers exist as a result of this survey. With a few exceptions, the entire survey group expressed that they wanted to keep in contact with the DHP, and would be willing to help out in any way. Having this willing cohort group could assist in the development of any future legislative actions, the establishment of mentoring or job shadowing experiences for current program participants, and possible continuance of data collection needs in the future. One of the primary purposes of this outcomes research is to share the results with all of the program stakeholders, this includes the displaced homemakers that took the time to complete the survey.

Limitations

This statewide undertaking generated a respectable response rate from program graduates of six years ago. This population was not easy to locate as many of the respondents had changed their names and addresses. Some displaced homemakers need to keep a low profile due to their escape of abuse and domestic violence. These

are societal where national, regional and local policies need to be changed rather than fault the research method employed. Then, there is the possibility that some DHP graduates have not made much progress in their economic, educational or emotional goals, which would pre-dispose them not to complete the survey. Running out of time is always the bane of research and this study is no exception. Continued efforts in this investigation will be made in order to answer several questions left unanswered about the long-term impacts of the DHP.

Conclusion

One goal of Sidel's book is to provide a glimpse of the people behind the statistics and to point out the way in which we use language to distance ourselves from the day to day realities of being poor in America. She states that "statistics are people with tears washed off" and reminds us that the dehumanization process itself is a rationalization process that justifies our society's inhumane treatment of our poor; often women and children. This is the hope and intent of this research project; to connect the statistics with the lives of the people being studied. That has been the guiding philosophical cornerstone to this research project. All of the statistical information in this study exemplify the transitions these women have made in their lives; a better future for themselves and their children. The Washington State Displaced Homemaker Program succeeds in addressing the cycle of poverty by building a broad foundation of life skills and enabling displaced homemakers to be successful. All of the stakeholders connected to this program continue to reduce welfare and related social costs to our economy, while providing the base on which displaced homemakers can build a self-fulfilling, independent life.

From these findings it appears that the contracted sites are indeed fulfilling if not exceeding the legislative intent of the DHP. Just as the advancement of college graduates provides a barometer for how well an institution of higher education is

performing, so it is with the statewide DHP. Graduates of this program are tax paying citizens as a result of accessing and using the services offered throughout the state. The "connected learning" (Belenky, et. al, 1986) that goes on in the DHP classrooms transforms the participating individuals and transcends into our society.

The experiences reported by the women within Belenky's study and within the education settings that promote this learning environment is synchronous to that of the class settings that many of the displaced homemaker programs have established. It is within these classrooms where high levels of participation and active listening are encouraged and reinforced as ways of learning and taking hold of one's life. The experiences of the many women that come to the program are validated maybe for the first time and resources are offered for the varying needs of the women that access this statewide program. The women are treated as equally knowing and knowledgeable people who have much to offer not only in the classroom but also within the working world.

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APPENDIX

GEOGRAPHIC REPRESENTATION

The following is information specific to the six geographic sites that have provided raw information thus supporting this research project. The correlations are contract period, job category, certificate of degree, institution type, wage amount, and employment status. The purpose of this correlation was to take a look at where graduates are now and trace these outcomes to then (time of treatment with the DHP). The time of treatment with the DHP implies that program graduates went through the 58 hour core intensive instructional curriculum offered at all locations. The format displays the geographic representation of survey respondents by each site and then lists responses to the open-ended questions accordingly.

SPOKANE (# of respondents)	1987-89 (25)		1989-91 (29)		1991-93 (86)	
JOBS	Skilled Trades	19%	Professional	21.4%	Other/Self Employed	21.6%
	Professional	14.3%	Other/Self Employed	21.4%	Health	13.5%
	Clerical	14.3%	Sales	14.3%	Skilled Trades	10.8%
	Other/Self-employed	14.3%	Clerical	14.3%	Clerical	10.8%
			Health	14.3%	Sales	10.8%
					Managerial	8.1%
CERTIFICATE/ DEGREE	Certificate	33.3%	Certificate	23%	Certificate	23%
	Other Degree	66.7%	Associate	54.8%	Associate	59%
			Bachelor	7.7%	Bachelor	12.8%
					Master	2.6%
INSTITUTION TYPE	Two year	33.3%	Two year	57%	Two year	78%
	OJT	66.7%	Four Year	21.4%	Four year	9.8%
			Other	14.3%	Other	4.9%
					Private	4.9%
					Tech/Voc	2.4%
WAGE RANGE	$5.00 or less	32%	$5.00 or less	51.7%	$5.00 or less	69.8%
	5.51 - 6.00	16%	5.51 - 6.00	10.3%	5.51 - 6.00	5.8%
	6.01 - 6.50	4%	6.01 - 6.50	3.4%	6.01 - 6.50	1.2%
	6.51 - 7.00	12%	6.51 - 7.00	3.4%	6.51 - 7.00	5.8%
	8.51 - 9.00	8%	7.51 - 8.00	6.9%	7.01 - 7.50	2.3%
	Over 9.50	28%	8.51 - 9.00	10.3%	7.51 - 8.00	4.7%
			Over 9.50	10.3%	8.51 - 9.00	1.2%
					Over 9.50	9.3%
EMPLOYMENT STATUS	Full-Time	63.2%	Full-Time	57.1%	Full-Time	55.6%
	Part-Time	36.8%	Part-Time	42.9%	Part-Time	44.4%

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SPOKANE COUNTY

Q #9

Spokane (n= 158):
No = 49% (n= 78) Yes = 43% (n= 69) No Answer= 8% (n= 11)
75% of the reasons cited fell into needing a full-time job, more education or finish school.

Q #13

Spokane (n= 158):
Yes = 54% (n= 85) No = 41% (n= 65) No Answer = 5% (n=8)

31% report degree completion with goal of transferring to four year institution or completion of two year degree or vocational certification. "Completed my AA degree to work on my applied psych degree," BA in liberal arts," "BS in nursing from EWU," "AA degree with honors in 6/91," "Now taking graduate course in cooperative education," or "Two AAs degrees."

27% reported on-the-job training and self-help courses with 10% accessing vocational or apprenticeship training.

Q #14

The two predominate themes that emerged from responses about short term goals are related to education and economics. Of the 96 that provided responses to these questions; 53 percent reported finishing, completing or working on an education, making it through next quarter, or finishing the vocational training started as important short term goals to accomplish. The economic theme is a reflection of DHP graduates demand to be self-sufficient. Many reported getting a job in the field of study or a job that is enjoyable and provides meaning to one's life as important short term goals. The counter side to this theme is the relayed urgency of getting a full-time job that provides benefits, pays the bills or makes enough income to pay taxes and get off public assistance. These accounts of economic goals were reported by 21 percent of the 96 that responded to these questions.

A third theme that emerged from this set of questions was the element to continue to learn and grow either through formal education or through on-the-job training and career advancement potential. Statements such as "I found a job I love, now I wish to continue learning and perfecting skills" or "Continue as present doing a good job and one I love while becoming more competent and more assertive" reflect an awareness of wanting to extend and expand one's potential. Many of these statements reflect an awareness of needing to stay current and increase skill bases for career advancement and simultaneously increase earning potential. The combined themes of wanting to continue to learn and advance for self-improvement and self-sufficiency needs account for 34 percent of these responses.

SPOKANE COUNTY
Q #14

The long term goals reflect a mixture of realistic and idealistic notions about a positive and hope filled future. More responded to this side of the question than the short term goal, n= 127. Forty percent of the responses reflect career development, advancement and promotions to maintain self-sufficiency levels. These responses also have strong statements about contentment with one's work, wanting to be happy with a career, or acquire a position in the field one sought training in: "To become the oldest living beginning surgical technician." Responses also mirrored the need to be self-sufficient and off public assistance "To be working and off DSHS so my kids won't think it is a way of life."

The second ranking theme that emerged for long term goals was self-employment, own business, or researching alternative economic practices for self-sufficiency. Responses account for 18 percent in this category: "Operate own computer business," "Publish books," "Build a clientele to have own practice and be self-sufficient and reliant," "Own business as massage therapist and horticulture consultant," or "Create five mobile spaces on my property and later build log homes."

The third prominent theme was education /training completion or working toward an education. Combined these two themes place second, yet separate they place third and fourth (32 percent combines; 17 percent and 15 percent respectively). Statements such as "degree in counseling (Ph.D.)," "Get Bachelor and master degree then maybe Ph.D.," "Get my MIT and teach," "Attend night school," or "Finish my BS in civil engineering or go into environmental with engineering degree."

The theme of retirement came up in this set of responses. Spokane respondents accounted for 7 percent of the total. The statements reflect wanting to rest, people are tired, they want to feel secure and know that the bills will be paid for.

KING *(# of respondents)*	1987-89 (32)		1989-91 (9)		1991-93 (67)	
JOBS	Managerial	25%	Managerial	14.3%	Administra-tive	15.2%
	Professional	20.8%	Clerical	57.1%	Health	15.2%
	Clerical	16.7%	Health	14.3%	Skilled Trades	15/2%
	Health	8.3%	Other	14.3%	Sales	13.0%
	Sales	8.3%			Professiona l	10.9%
	Technical	8.3%			Managerial	8.7%
CERTIFICATE/ DEGREE	Certificate	50%	Certificate	100%	Certificate	33.3%
	Associate	50%	Associate		Associate	42.9%
			Bachelor		Bachelor	9.5%
					Other	14.3%
INSTITUTION TYPE	Two year	50%	Two year	33%	Two year	59%
	Tech/Voc	50%	Tec/Voc	66.7%	Four year	4.5%
			Other		Other	13.6%
					Private	4.5%
					Tech/Voc	18.2%
WAGE RANGE	$5.00 or less	34.4%	$5.00 or less	22.2%	$5.00 or less	47.8%
	5.51 - 6.00	6.3%	5.51 - 6.00	11.1%	5.51 - 6.00	6.9%
	6.51 - 7.00	6.3%	6.01 - 6.50		6.01 - 6.50	
	7.01 - 7.50		6.51 - 7.00	11.1%	6.51 - 7.00	11.9%
	7:51 - 8.00	12.5%	7.51 - 8.00		7.51 - 8.00	7.5%
	8.51 - 9.00		8.51 - 9.00		8:01 - 8.50	1.5%
	Over 9/50	37.5	Over 9.50	55.6%	8.51 - 9.00	6.0%
					Over 9.50	19.4%
EMPLOYMENT STATUS	Full-Time	75%	Full-Time	57.1%	Full-Time	56.5%
	Part-Time	25%	Part-Time	42.9%	Part-Time	43.5%

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KING COUNTY

Q #9

King (n= 108):
No = 60% (n= 65) Yes = 36% (n= 39) No Answer= 4% (n= 4)
76% of the reasons cited fell into needing a full-time job, more education or a job.

Q #13

King (n= 108):
Yes = 56% (n= 61) No = 35% (n= 37) No Answer = 9% (n=10)

28% report degree completion or course work studies for graduate school. "Graduate school one year full-time," "Physical therapy at UW," "Literacy braille transcription certification," "Earned a BA from UW and cosmetology from LWTC," or "Masters of education at City University."

21% recite additional computer and technological training for their own self-improvement or through the assistance of their employers. "Computer training & accounting offered through employer," "Desk top publishing," or "DOS 5 and word for windows."

10% recount additional training offered by employers. "WPS.1 intermediate & advanced through Catapult via Biotechniques," "DVR job training," "Women-owned business seminars," "seminars through employer; sales management, public relations, team building, communications, etc.," or "Safeway's employee program."

Q #14
LWTC

The dominant short term goal that King County respondents recited was employment that is meaningful, in the field of training and provides benefits. The responses (24 percent) from this area reflect the need to keep or maintain the jobs they have or to find full-time work to maintain what they have. Responses such as "to obtain employment to help cope with the loss of three sons," " Obtain an increase in pay & get out of my parents' house and get my own apartment," "Maintain work and school," "Maintain my home & provide for my son; have a job that can satisfy those needs," or "Maintain job that I have to allow time with children."

The second theme of importance for King County DHP graduates is to complete education or training program. Twenty one percent recite finishing education as the short term goal. "To be successful and finish my BA degree in journalism," "Finishing the medical assistant program," "Finish my degree after I find state employment to take free courses," or "Only 10 more credits for two year degree!"

The third theme of import for King County is on-the-job training, upgrading employment skills, and career advancement or opportunities ranks 18 percent. Responses indicate a strong interest in continued learning about one's place of employment: "Learn more about specific areas of my field," "Gain skills to be used in employment currently working on environment of day care association," "To continue to learn new skills at my current job and promote up," or "Learn all I can where I am presently employed and move up when increasing skills."

KING COUNTY
Q #14

The long term goals reflect a continued interest in career development. The top ranking theme (47 percent) is career development and full-time employment for the long run with King County DHP graduates. "To be totally financially independent, currently investigating kitchen design jobs," "Increase my skills in computers and business and then increase my income," "I want a full time job in physical therapy," "To find and establish career to use skills, experience and promote," "I want financial independence," or "To be in management position and self-supporting."

DHP graduates from the King County area recited self-employment or owning one's own business as the second ranking long term goal (16 percent). "In four years my business will gross $1 million in sales and $50,000 in personal income," "Publish children's short stories," "To be an accomplished writer, poet, editor and publisher," "Private practice," or "raise sheep."

Pursue additional education, get more training, or go back school ranked third (13 percent) in importance for long term goals. "I want environmental schooling or related," "To get a higher degree in education," "Enroll in law school to become patent attorney," "Go back to school & change career field," or "Decide on degree and go back to college."

YAKIMA (# of respondents)	1987-89 (11)		1989-91 (17)		1991-93 (18)	
JOBS	Professional	50%	Professional	33.3%	Sales	28.6%
	Technical	16.7%	Clerical	44.4%	Clerical	42.9%
	Health	33.3%	Process/ Operator	11.1%	Health	28.6%
			Health	11.1%		
CERTIFICATE/ DEGREE	Certificate	25%	Certificate	16.7%	Certificate	10%
	Bachelor	60.9%	Associate	66.7%	Associate	60%
	Master	25%	Bachelor	16.7%	Bachelor	30%
INSTITUTION TYPE	Two year	25%	Two year	66.7%	Two year	60%
	Four year	50%	Four Year	16.7%	Four year	20%
	Private	25%	Private	16.7%	Private	10%
					Tech/Voc	10%
WAGE RANGE	$5.00 or less	36.4%	$5.00 or less	58.8%	$5.00 or less	61.1%
	5.51 - 6.00	9.1%	5.51 - 6.00	11.8%	6.01 - 6.50	5.6%
	6.51 - 7.00	36.4%	6.01 - 6.50	5.9%	6.51 - 7.00	11.1%
	7.01 - 7.50	2.3%	6.51 - 7.00		7.51 - 8.00	5.6%
	7:51 - 8.00	4.7%	7.51 - 8.00	5.9%	8.51 - 9.00	11.1%
	8.51 - 9.00	9.1%	8.51 - 9.00	5.9%	Over 9.50	5.6%
	Over 9/50	9.1%	Over 9.50	5.9%		
EMPLOYMENT STATUS	Full-Time	57.1%	Full-Time	55.6%	Full-Time	42.9%
	Part-Time	42.9%	Part-Time	44.4%	Part-Time	57.1%

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YAKIMA COUNTY

Q #9

Yakima County (n= 49)
No = 59% (n= 29) Yes = 35% (n=17) No Answer= 6% (n= 3)
75% of the reasons cited fell into needing a full-time job, more education, finishing education, or improvement in health conditions.

Q #13

Yakima County (n= 49)
Yes = 51% (n= 25) No = 43% (n= 21) No Answer = 6% (n=3)

36% recounted degree completion. "Received my AA degree and planning to continue toward my bachelor degree in business," "BA degree in social work," "AA degree in early childhood education," "Finish my AA degree this spring and transfer for BA degree in Education," "AA arts and sciences," "AA degree in graphic arts," or "AAS in computer science and business certification."

36% recited on-the-job training as a source of other educational /training programs. "Mental health training workshops," "Openline crisis training /sexual assault advocacy training /suicide prevention," "Stamina program at Columbia Industries," "Health field SE Washington Area Agency on Aging," "Clinical training at the hospital that I work for now," or "Training at People for People."

Q #14
YAKIMA COUNTY

The two top ranking short term goals for Yakima County DHP graduates are concentrated in working, finishing or completing education (35 percent) and finding a job in related field of study, or meaningful work at self-sufficient levels (27 percent). The following are statements reflective of the short term education goal; "Take one college course at PM per quarter," "Complete my ECE schooling one quarter at a time," "Getting my GED now, want to go on to Trend College," "Finish my AA degree," "Get my master's degree," "Complete medical specialist program," "Finish 10 credits for AA degree," "Graduate this May with my teaching degree," or "Graduate with my AA degree this spring."

Statements about short term goals related to sufficiency levels and meaningful work are as follows; "Find a job in desk top publishing," "To secure steadier free lance work," "Continue working and looking forward to a better life for my children," "Get full-time position," "Find full-time teaching position," or "To find employment in field of my degree."

The three main themes that emerged from the long term goals are career development or promotion opportunities (38 percent), pursue an education or continue with learning (25 percent), and complete my degree or training program (17 percent). Career development comments are as follows; "To have a job and be somewhere in life," "I love this job and I plan to stay here," "Obtain job as dental hygienist," "Become a full-time teacher in ECE or middle school," "Advance in my field or change jobs for career development and economic needs," "Social work job," "To be working as a medical tech. in 3 years," "Eventually work in a laboratory doing research," "Become an executive secretary," or "work my way up to engineer."

YAKIMA COUNTY
Q #14

Pursuing or continuing with educational goals are reflected in the following; "Get master's degree to better myself," "Get BA degree," "To go to college to learn more about computers and update my skills," "Get bachelor's degree," "Go back to school to get AA degree," "To go to college and get my master's degree in the field I decide on," "Five years from now I want to earn principle certificate so I can manage schools," or "Return to college fall, 1994 to become RN."

Completing an education or training program are reflected in the following comments; "Complete BA in social science," "Graduate from ECE with BA," "Completing the dental hygiene program," "Ph.D.," "Graduate from Heritage College," "Obtain BA & MA degrees in my selected area of education," "Go as far as I can with education -Ph.D.," or "Complete my master's in psychology /counseling."

SNOHOMISH (# of respondents)	1987-89 (22)		1989-91 (18)		1991-93 (46)	
JOBS	Managerial	7.1%	Administra-tive	7.1%	Administra-tive	3.7%
	Administrative	14.3%	Professional	7.1%	Profession al	18.5%
	Professional	21.4%	Technical	14.3%	Technical	14.8%
	Technical	7.1%	Clerical	28.6	Clerical	14.86 %
	Clerical	21.4%	Skilled Trades	7.1%	Skilled Trades	3.7%
	Craft	7.1%	Craft	7.1%	Craft	7.4%
	Health	21.4%	Managerial	7.4%	Managerial	7.4%
			Health	11.1%	Health	11.1%
CERTIFICATE/ DEGREE	Certificate	42.9%	Certificate	33.3%	Certificate	37.5%
	Associate	14.3%	Bachelor	66.7%	Associate	43.8%
	Bachelor	28.6			Bachelor	12.5%
	Master	14.3%			Other	6.3%
INSTITUTION TYPE	Two year	37.5%	Four year	33.3%	Two year	70.6%
	OJT	12.5%	Private	66.7%	Four year	11.8%
	Other	12.5%			Private	11.8%
	Private	37.5%			Tech/Voc	5.9%
WAGE RANGE	$5.00 or less	50%	$5.00 or less	27.8%	$5.00 or less	52.2%
	6.51 - 7.00	4.5%	5.51 - 6.00	11.1%	5.51 - 6.00	4.3%
	Over 9.50	45.5%	6.51 - 7.00	11.1%	6.01 - 6.50	
			7.01 - 7.50	5.6%	6.51 - 7.00	10.9%
			7.51 - 8.00	16.7%	7.51 - 8.00	13%
			8.51 - 9.00	5.6%	8:01 - 8.50	
			Over 9.50	22.2%	8.51 - 9.00	6.5%
					Over 9.50	13%
EMPLOYMENT STATUS	Full-Time	42.9	Full-Time	57.1%	Full-Time	59.3%
	Part-Time	57.1	Part-Time	42.9%	Part-Time	40.7%

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SNOHOMISH COUNTY

Q #9

Snohomish (n= 86)
No = 54% (n= 47) Yes = 41% (n= 35) No Answer= 5% (n= 4)
76% of the reasons cited fell into needing a full-time job, more education, or improve health condition.

Q #13

Snohomish (n= 86)
Yes = 52% (n= 43) No = 42% (n=37) No Answer = 6% (n=6)

18% recount computer and technological training for additional education and training options. All of the responses reflect taking computer classes (beginning to advanced) at local community colleges or through small business seminars.

16% report that additional training and upgrading of skills is happening through opportunities on-the-job. "United Way volunteer, Vista pre-service training & women's communications skill," "AIDS counseling course," "Crisis line training," "Workshops through Washington State Food Service Association," or "Day care providers training."

Degree completion, matriculated program courses and adult/senior/volunteer training tied for third place at 13%. "Liberal arts courses and degree obtained," "obtained AA degree and passed certification test in health information," or "ATA computer information systems and AAS degree at community college."

Matriculated courses means that pre-requisites are completed or an amount of hours are completed but did not get the degree. "15 credit hours in early childhood education," "three quarters at community college," "Continuing education classes," or "Credits in anthropological art therapy and diagnostic drawing techniques."

The adult/senior/volunteer training courses reflected personal interests and outlets to stay connected to the community. "Senior to senior volunteer training," "Medical assistance course," "Creative writing class," "Business seminars," "Management classes- budgeting, financial independence," or "Banking related programs."

The top ranking short term goal for Snohomish DHP graduates is to finish /complete degree or training program (36 percent). Responses include the following: "To graduate in June of 1994 and take the state boards in September of 1994," "Study for the GRE and take the GRE," "Finish this quarter and get my BA degree," "Finish LPN program," "To finish my AA degree and get certified in computer repair," or "Finish my ASA degree and move on to university for BA degree."

Q #14
SNOHOMISH COUNTY

The second ranking short term goal identified by Snohomish County DHP graduates is employment that is enjoyable and meaningful, or full-time employment with benefits (22 percent). "I want a full-time tenured position," "I want gainful employment in either "blue" or "white" collar occupations," "I want permanent employment," "I want to start working full-time at the job I have," or "I want to find a job in the graphic arts field that is steady and secure so that I can make a decent living."

The third ranking short term goal was on-the-job training and career advancement opportunities (16 percent). Respondents stated that a desire to learn as much as possible on the job provided an outlet for job advancement potential. "I want to learn as much as possible on-the-job," "To learn as much as possible at the company I work for in order to promote," "Expand teaching to more schools to work for," "To learn the steps to become a manager," "To do a quality job and be part of a team," or "Advance in current job."

Long term goals identified by Snohomish County DHP graduates illustrate a heavy emphasis on career development (57 percent). Statements such as "Maintain proficiency in field," "Be the most proficient & accurate health information analyst that I can be," "Be gainfully employed in an aspect of health care," "I want a job in related field that I can support myself," "To be a Washington state certified attorney," "To get a job that pays well to support my family," or "Advance in the legal secretary field."

The second ranking long term goal identified by Snohomish County DHP grads is degree completion and going after more education /training at 25 percent. Continuing education and completing degrees is reflective of current movement toward these goals; "Law degree," "Pursue a master's degree," "Go back to college for a degree yet to be specified," "Get my BA in elementary education," or "Complete my master degree in mediation /conflict resolution."

THURSTON (# of respondents)	1987-89 (11)		1989-91 (19)		1991-93 (23)	
JOBS	Professional	50%	Administrative	8.3%	Administrative	6.3%
	Technical	16.71 %	Professional	33.3%	Professional	18.8%
	Skilled Trades	16.7%	Technical	8.3%	Technical	18.8%
	Health	16.7%	Clerical	25%	Clerical	25%
			Managerial	8.3%	Skilled Trades	12.5%
			Craft	8.3%	Managerial	6.3%
					Sales	6.3%
					Health	6.3%
CERTIFICATE/ DEGREE	Certificate	25%	Certificate	100%	Certificate	
	Associate	75%			Associate	20%
					Bachelor	20%
					Other	10%
INSTITUTION TYPE	Two year	50%	Two year		Two year	70%
	Private	25%	Private	100%	Four year	10%
	Tech/Voc	25%			Private	10%
					Tech/Voc	10%
WAGE RANGE	$5.00 or less	45.5%	$5.00 or less	57.9%	$5.00 or less	30.4%
	Over 9.59	54.5%	5.51 - 6.00	5.3%	5.51 - 6.00	8.7%
			6.01 - 6.50	5.3%	6.51 - 7.00	13%
			6.51 - 7.00	5.3%	7.01 - 7.50	4.3%
			8.01 - 8.50	5.3%	7.51 - 8.00	17.4%
			Over 9.50	21.1%	8.51 - 9.00	8.7%
					Over 9.50	17.4%
EMPLOYMENT STATUS	Full-Time	66.7%	Full-Time	50%	Full-Time	37.5%
	Part-Time	33.3%	Part-Time	50%	Part-Time	62.5%

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THURSTON COUNTY

Q #9

Thurston (n= 56)
No = 48% (n= 26) Yes = 45% (n= 25) No Answer= 7% (n= 5)
72% of the reasons cited fell into needing a full-time job, needing a job, or more education.

Q #13
Thurston (n= 56)
Yes = 55% (n= 30) No = 38% (n= 21) No Answer= 7% (n=5)

36% recited degree or certification completion. "Two years at community college, graduated with accounting clerk certificate with extra classes towards an AA degree," "AA degree in medical assistance & on-going classes," "AA degree with 3.68 GPA," "BA degree in psychology and law," "Certificate of completion at CC," "Two years of business management," or "Teacher education classes." 26% reported on-the-job training opportunities as an avenue for upgrading. "Lots of state training classes in computer, AFRS training, CAMS training and GAAP training," "County job training in clerical & computer," "Sexual harassment; AIDS-HIV classes; computer systems changes," "Work related training in computers," "on-the-job training at Morningside," "Safeplace volunteer training," or "state work related training on claims workshops or computer software."

Q #14
OLYMPIA YWCA

The top three ranking short term goals for Thurston County DHP graduates are complete education /training program (30 percent), find a job that is enjoyable, in field of my study or full-time with benefits (23 percent) tying with career advancement and on-the-job training opportunities. The following statements reflect the commitment and dedication of achieving these short term education goals; "Get my GED," "Finish secretary program at SPSCC," "Study & get degree, graduating in June 1994," "Finish BA degree," or "Complete art major."

The following statements are reflective of graduates' short term goals in meaningful employment and career advancement; "I want to work in the library," "To get financially stable & keep custody of my kids," "More money, job with benefits," "Change in career decision," "Feeling secure in my job, advance to another," "Complete temp position with the state," "Finish sub teaching," "Keep my current job in residential energy conservation," "More experience in home construction," "Build a solid future that allows freedom," "I accomplished my short term goals by getting a full-time job and maintaining permanent status," or "build my case for a promotional transfer."

THURSTON COUNTY
Q #14

The top three long term goals for DHP graduates in Thurston County are concentrated in career development (41 percent), continue education /training program (27 percent), and complete degree or training program (15 percent). The following statements are reflective of graduates' hopes in career development and promotion opportunities; "To be self-sufficient and work in community service field," "To have a meaningful job that pays well and has advancement opportunities," "Permanent position with the theater," "Become real estate salesperson," "Gain full-time position with the state," "Become an engineer's assistant; research and development in electronic technology," "Become a supervisor," "To be a counselor for abused kids or teach for headstart," "Have a state job by 1996," or "Acquire promotion to secretary 2 level."

The following are reflective of graduates' long term goals in continuing education and completing degree /training program; "Go to four year college," "Decide on what degree I want," "get masters degree in social work or public administration," "Transfer to 4 year and get BS in environmental science," "Finish BA in social work," "Attend college to get my degrees," "Complete my counseling certificate," "Get a degree for myself," "Enroll in college during summer," "Get CPS rating completed," "Work toward masters in ES," or "BS then master's degree."

KITSAP/ MASON (# of respondents)	1987-89 (8)		1989-91 (20)		1991-93 (57)	
JOBS	Clerical	66.7%	Administrative	20%	Managerial	9.7%
	Craft	33.3%	Professional	20%	Administrative	9.7%
			Technical	10%	Profession al	12.9%
			Sales	30%	Technical	6.5%
			Clerical	10%	Sales	19.4%
			Health	10%	Clerical	6.5%
					Skilled Trades	12.9%
					Process/ Operate	12.9%
					Health	9.7%
CERTIFICATE/ DEGREE	Certificate		Certificate	20%	Certificate	5.3%
	Associate	100%	Associate	40%	Associate	78.9%
			Bachelor	20%	Bachelor	15.8%
			Master	20%		
INSTITUTION TYPE	Two year	100%	Two year	60%	Two year	89.5%
			Four year	20%	Four year	10.5%
			Private	20%		
WAGE RANGE	$5.00 or less	66.7%	$5.00 or less	60%	$5.00 or less	59.6%
	6.51 - 7.00	16.7%	5.51 - 6.00	5%	5.51 - 6.00	10.5%
	Over 9.50	16.7%	Over 9.50	35%	6.51 - 7.00	5.3%
					7.51 - 8.00	5.3%
					8.51 - 9.00	7%
					Over 9.50	12.3%
EMPLOYMENT STATUS	Full-Time	33.3%	Full-Time	70%	Full-Time	35.5%
	Part-Time	66.7%	Part-Time	30%	Part-Time	64.5%

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KITSAP /MASON COUNTIES

Q #9

Kitsap /Mason (n= 85)
No = 77% (n= 66) Yes = 18% (n= 15) No Answer= 5% (n= 4)
74% of the reasons cited fell into needing a full-time job, more education, further investigation, and health insurance or child care.

Q #13

Kitsap /Mason Counties (n= 85)
Yes = 39% (n= 33) No = 53% (n= 45) No Answer= 8% (n=7)

27% completed a degree course. "BS degree in diagnostic ultrasound," "BA in visual communications," "AA degree with emphasis on CAD," or "Classes to keep my teaching certificate updated."

18% took preparatory, adult basic education, english as a second language, or GED classes. "Completed my high school diploma," "New Chance program," "Job training courses," "family self-sufficiency program," or "Test anxiety and workforce training."

15% have taken matriculated courses; "Career Assessment and planning," "Foster parenting," "Accounting classes," or "Credit generating classes at the community college."

Q #14
KITSAP /MASON COUNTIES

Finishing, working toward or completing education /training ranked first place for Kitsap DHP graduates (32 percent). Comments such as "Finish ASA degree and move on to university for BA degree," "Finish my education," "To complete spring quarter and maintain my 3. GPA," "Complete Associate degree," "Graduate June, 1994!" "Complete Associate degree in nursing," or "Get BA degree," reflect a concentrated and determined educational focus.

The second ranking short term goal for Kitsap County DHP graduates clustered in finding a job that provides sufficiency levels or relate to the field of study (28 percent). As the following comments reflect this; "To gain employment as a teacher's aide in the school district by this fall," "To find a job in my field and make enough $ to support my daughter and I," "To earn enough money to keep me off welfare," "Get a job in my field of study with decent pay and health insurance," "To find a job I like to do and get paid well," or "To be gainfully employed that will enable me to support my family."

The third ranking short term goal for graduates in this geographic area was in career advancement, job opportunities, or on-the-job training classification (14 percent). Comments are specific and reflect a desire for advancement; "Applying and if accepted completing a state funded case manager assistant program and then work for the state," "Make more per hour by September 1994," "Learn all I can from this job," "Move on to training program -medical technician /radiology or laboratory work," "Increase my hours with the school district," "Take the tests for assistant manager then manager," or "Learn as much as possible in the job I now have and move up."

OCCUPATIONAL CLASSIFICATIONS BY JOB TITLE SAMPLES

CLERICAL	PROFESSIONAL	HEALTH	SALES	SKILLED TRADES	MANAGERIAL	TECHNICAL	ADMINISTRATIVE	SELF-EMPLOYED
Clerk Typist	Chief Cook	Nannies	Cashier	Baker	Accountant Mgr.	Bookkeeper	Court Clerk	Cosmetologist
Admitting Secretary	Assistant Special Educator	Certified Nursing Asst.	Certified Sales Assc.	Electronics Boeing	Assistant Manager	Coder Analyst	Administrative Asst.	Needle Arts
Clerical Assistant	Care Worker Case Worker	Diet Aide Nutritionist	Groceries Cashier	Master Gardener	Barn Manager	Computer Consultant	Collections Officer	Secretarial Service
Claims Assistant	Case Monitor for Juvenile Services	Medical Assistant	Courtesy Clerk	Custodial Service	Case Manager	Radiation Therapist	Legal Secretary	Protection Enterprises
Accounting Technician	Mental Health Counselor	Licensed Massage Therapist	Customer Services Demo.	Drafter	Claims Adjuster Manager	Explosive Worker	Environmentalist	Nanny/ Grandma Service
Data Clerk	Teacher Aide	Aerobic Instr.	Distributor	Flagger	Concierge	Flex Technician	Acct Pay.	Seamstress
Log Clerk	Counselor and Educator	National Homecare	Costume Designer	Driver for Metro	Deli Manager	Field Enumerator	Office Assistant	Wood Crafter
Legal Assistant	Development Officer	Public Health Nurse	Field Sales Consultant	Dist. Specialist	Detailer Manager	Food Processor	Administrator	Small Restaurant
Dental Claims Approver	Family Service Worker	Registered Nurse	Merchandiser	Food Service	Dinning Room Manager	Software Assembler	Co. Board Equalization	Child Care Provider
Receptionist	Cert. Chemical Dependence Specialist	Physical Therapist Aide	Sales Retail	Laborer	Director of Sales	Microbiologist/ Lab Assistant	Program Assistant	Licensed Massage Therapist
Bill Clerk	Hearing Specialist	Counselor-Mentally Disabled	Telemarketing	Warehouse Services	General Manager	Phlebotomist Technician	General Secretary	
	Instructor	Therapeutic Aide		Paperhanger	Weatherization Manager	Microfilm Technician		
	Lecture Series Coordinator			P.C. Cartridge Srvc	Rental Manager	Paramedical Examiner		

100

100 A

Dear Graduate:

The Higher Education Coordinating Board is very interested in hearing about the successes and challenges of graduates from the Washington State Displaced Homemaker Program. We want to learn from you about the many paths graduates have chosen: work, school, self-employment, and more.

The Displaced Homemaker Program is funded through a surcharge on marriage licenses and has been in operation for 15 years. This is a good time to ask what are the long-term effects of the program. A way to get that information is to ask questions from the graduates of the program.

Please help us out by taking 20 minutes to complete the enclosed questionnaire. Your opinions and experience will help us improve services for future displaced homemakers. Your individual responses will be kept completely confidential.

Enclosed is a self-addressed, stamped envelope. Please return your completed survey by **MARCH 18**. If you have any questions, please call me at (206) 586-8108 or write me at the above address. Thanks for helping!

Sincerely,

Dawn Hitchens
Program Manager
Displaced Homemaker Program

DH:sg
Enclosure

. . . . . .

Would you like to receive a copy of the results of this survey? [ ]

If your answer is yes to this question, please tear off this portion of the letter and enclose it with your completed survey.

Name:
Address:

DISPLACED HOMEMAKER PROGRAM GRADUATE SURVEY

The purpose of this survey is to find out where graduates of the Displaced Homemaker Program are today in terms of job or school goal accomplishment. We are very interested in learning from your experiences, so that we may serve future displaced homemakers in the most effective way possible. Please answer as many questions as you can and feel free to add comments at any point. Thank you!

If you are currently employed, please begin at question #1. If you are not currently employed, skip to question #8.

EMPLOYMENT

1. Present employer_____

2. Job Title_____

3. Check the category that best describes your job:
   [ ] Managerial
   [ ] Administrative
   [ ] Professional
   [ ] Technical
   [ ] Sales
   [ ] Clerical
   [ ] Skilled Trades
   [ ] Craft Worker
   [ ] Agriculture/Forestry/Fishing and Related Work
   [ ] Processing/Operative (i.e., Word Processing, Computers, Domestic, Travel)
   [ ] Health
   [ ] Other (please describe) _____

4. Are you employed?: [ ] Full-time [ ] Part-time

5. When did you start this job? Month_____ Date_____ Year_____

6. What is your hourly wage? _____ or monthly salary? _____

7. Does your employer provide medical insurance to you? [ ] Yes [ ] No

8. Whether or not you are currently employed, what jobs have you held since your participation in the DH program?

9. Do your consider yourself economically self-sufficient (able to support yourself and your family)?
[ ] Yes [ ] No If not, what do you think you need to be economically self-sufficient?

If your are currently involved in an education or training program, please continue with question #10.
If you are not currently involved in an education or training program, skip to question #13.

EDUCATION AND TRAINING

10. What is the name of the institution you are currently getting your education/training since graduating from the Displaced Homemaker Program?

11. What type of program is it?

12. Please specify the certificate or degree you will receive: Date of expected completion:

[ ] Certificate in	_____	_____
[ ] Associate's Degree	_____	_____
[ ] Bachelor's Degree	_____	_____
[ ] Master's Degree	_____	_____
[ ] Other (Please describe)	_____	_____

13. Are there other education/training programs, classes or workshops that you have taken since your participation in the DH program? [ ] Yes [ ] No
If yes, please describe:

REFLECTION

14. The Displaced Homemaker Program emphasizes goal setting as a means of taking charge of your life. For purposes of this survey, short-term goals can be anywhere from one month to one year, while long-term goals can be up to 5 years. What are your short-term and long-term goals in employment and education?
    Short-term goals: Long-term goals:

15. Looking back on your "journey" since graduating from the Displaced Homemaker Program, what do you describe as your three most significant achievements?

    1.

    2.

    3.

16. What have been your most challenging roadblocks? How did you overcome them?

17. In your opinion, what aspects of the Displaced Homemaker Program proved to be the most helpful to you?

18. In your opinion, what aspects of the Displaced Homemaker Program proved to be least helpful to you?

SELF-EVALUATION

19. Some of these questions in this section were asked during and just after you completed the DH program. Please read each of the following statements carefully and decide the extent to which it is **true of you at this time**. Your answer may lie anywhere on a scale from "Very True" to "Very Untrue" of you. If you are not certain, or don't know, please mark "Not Sure." Indicate your answer by placing an "X" in the row next to the statement.

	Very True	True	Somewhat True	Not Sure	Somewhat Untrue	Untrue	Very Untrue
If I get turned down for a job, I am too discouraged to try again for awhile	___	___	___	___	___	___	___
In my chosen field, I am as capable as most of my colleagues.	___	___	___	___	___	___	___
I believe I can make progress in a good job.	___	___	___	___	___	___	___
I fear my skills and experience aren't good enough for me to succeed in the workplace.	___	___	___	___	___	___	___
I can't figure out how to juggle my family obligations with my employment and training needs.	___	___	___	___	___	___	___
As far as my work life is concerned, I know what I need to do to get where I want to go.	___	___	___	___	___	___	___
I have no job plans beyond the immediate future.	___	___	___	___	___	___	___
I have a plan for how I want my career to develop.	___	___	___	___	___	___	___

OPTIONAL

This section is optional, yet helpful for our ability to gain a picture of who has been served by this program.

1. What is your Gender?
   Female _____ Male _____

3. What is your age?
   18-25 _____
   26-35 _____
   36-45 _____
   46-55 _____
   56-65 or above _____

4. What is your ethnic background?
   1. American Indian/Eskimo/Aleutian _____
   2. Asian/Pacific Islander _____
   3. African American _____
   4. Caucasian _____
   5. Hispanic/Latino _____
   6. Other (please describe) _____

2. What is your **present** marital status?
   1. Married _____
   2. Separated _____
   3. Divorced _____
   4. Widowed _____
   5. Never Married _____
   6. Married-Spouse Disabled _____

5. How many children are presently living with you? _____

What is the age of the youngest child living with you?_____

6. Are there any other comments you would care to share?

CONGRATULATIONS!

You have completed the survey. Please enclose the completed questionnaire, along with any additional comments, in the self-addressed, stamped envelope provided, or call Dawn Hitchens, Displaced Homemaker Program Manager at (206) 586-8108.
***Thank you** for using some of your valuable time in filling out this survey!*

Richard R. Sonstelie
Chair
Mercer Island

Frank Broullet
Puyallup

Ann Daley
Olympia

Larry Hanson
Everett

Mike McCormack
Ellensburg

Vicki McNeil
Secretary
Spokane

Gay Selby
Vice Chair
Kelso

David Shaw
Richland

David K.Y. Tang
Seattle

Elson S. Floyd
Executive Director

DISPLACED HOMEMAKER PROGRAM
SURVEY OF PROGRAM GRADUATES

o HIGHLIGHTS o

Washington State
Higher Education Coordinating Board

January, 1995

EXECUTIVE SUMMARY

PURPOSE: This study assessed the long-term effectiveness of the Washington State Displaced Homemaker Program (DHP) through graduates' attainment of educational and/or employment goals and the maintenance of self-confidence over time.

QUESTION: How successful are displaced homemaker graduates from 1987 to 1992 today in terms of economic and emotional self-sufficiency? Did the intensive instructional services offered by DHP make a difference?

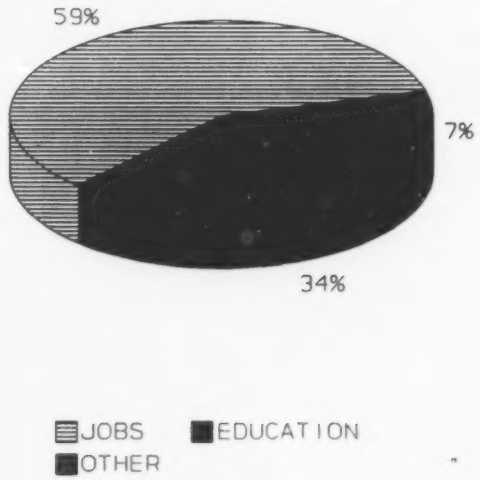
DESIGN: A total of 5,550 surveys were mailed to DHP graduates from six sites participating in this project. The six sites offered continuous services from 1987 through 1992.

RESPONDENTS: Approximately ten percent (N = 550) sent in completed survey forms. Approximately 50 percent of the respondents are 46 years or older.

RESULTS: Respondents indicated the three DHP services that helped them the most were re-building self-esteem, having the support of others in similar circumstances, and setting goals.

- Self-confidence levels of DHP graduates increased and stayed higher six years after graduation.
- 59% of DHP graduates are employed and 34% are enrolled in education or training programs. Of the 59% DHP graduates that are employed, 54.5% are working full time.

EXECUTIVE SUMMARY (continued)



- The average hourly wage earned by DHP graduates is $8.76, or the full time equivalent of $18,291 per year.
- The highest paying occupations are 1) professional jobs, 2) skilled trades, and 3) health careers.
- Of the 34% enrolled in an education or training program, 48% will receive their associate degrees, 27% will receive vocational/technical certificates, 16% will complete their baccalaureate degrees, and 3.4% will receive their master's degrees.
- 46% of DHP graduates are seeking technical and computer training which represents an informed choice about high growth occupations.

OVERVIEW

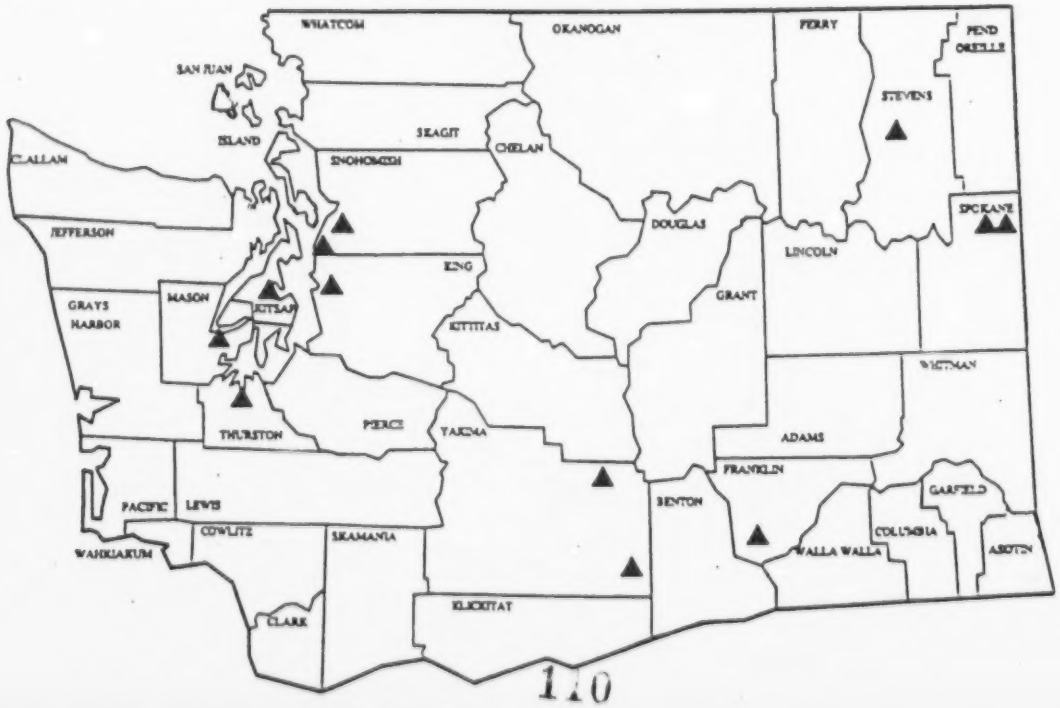
The Program

The 1979 Legislature passed the Displaced Homemaker Act to assist individuals who had lost their position as the primary caretaker of the family and household due to divorce, separation, disability or death of a spouse. For the past 15 years, $10 of the marriage license tax has been allocated to the Displaced Homemaker Program (DHP). The funds are distributed through a competitive grant process to multipurpose service centers and programs that provide intensive training, counseling and job readiness classes to displaced homemakers.

The Washington State Displaced Homemaker Program (DHP) is advised by a 22-member committee. Members of this committee represent displaced homemakers, business, industry, the legislature, and other state agencies. In 1993, the advisory committee recommended that program graduates should be surveyed to determine how effective DHP services have been in this state. This would help identify improvements and better justify continued funding for the state program. The Higher Education Coordinating Board (HECB) administers DHP and endorsed the advisory committee's recommendation.

The Population

A total of 5,550 surveys were mailed to DHP graduates from the six sites participating in this project. This total represents the number of displaced homemakers who graduated from the sites geographically dispersed across the state from 1987 through 1992. The six sites, having cooperative agreements to cover 12 counties, received continuous funding and delivered services during those years. The selected geographic locations are illustrated by the following map.



THE UNDERTAKING

Research Question

The purpose of this project was to assess the long-term effectiveness of the Washington State Displaced Homemaker Program. How successful are DHP graduates today in terms of economic and emotional self-sufficiency? Did DHP instructional services make a difference in their lives?

Methodology

The research questionnaire measured three areas of outcomes. First, evidence of increased employability. Second, enrollment or entry into vocational or academic training. Third, maintenance of increased self-confidence as measured by a seven-point Likert scale administered at intake and 60 days after graduation. In addition, three focus groups were held throughout the state with DHP graduates to discuss the survey questions and the program.

SURVEY FINDINGS

Demographics

All questionnaire respondents are female. Approximately 50 percent of the respondents are over 46 years old (Chart 1) and 47 percent are divorced (Chart 2).

Chart 1: AGE

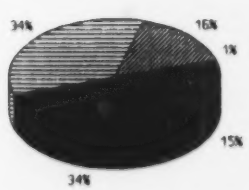
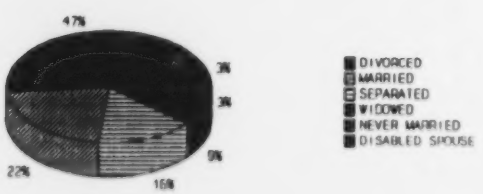


Chart 2: MARITAL STATUS



Employment

Approximately 59% of the DHP graduates are employed and 54.5% of these are employed full time (Chart 3). Of the 59% that are employed, 52.5% have medical insurance provided to them (Chart 4). DHP graduates who responded, earn between $20 and $5 an hour, with an average hourly wage of $8.76. The full-time equivalent (average 40 hours per week) is $1,524.24 per month or $18,290.88 per year.

Chart 3: EMPLOYMENT

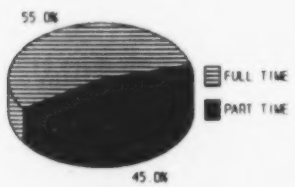


Chart 4: INSURANCE

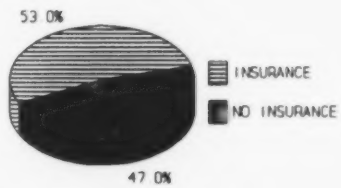
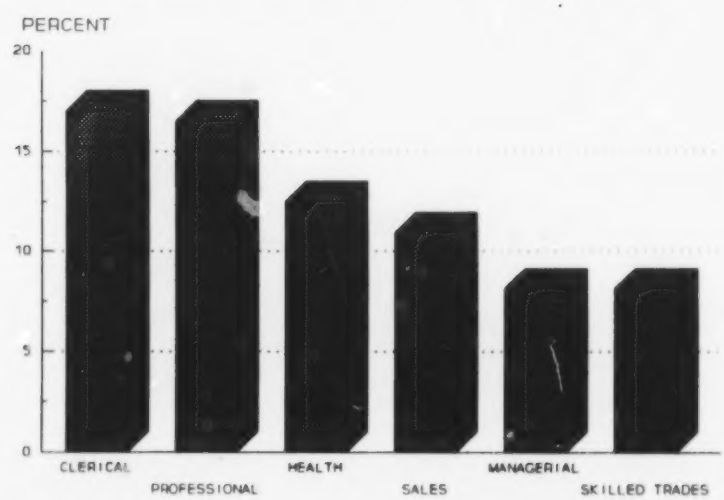


Chart 5: TOP OCCUPATIONS



The above chart presents the five occupations most frequently held by employed DHP graduates. DHP graduates in full-time positions are concentrated in the professional, managerial, technical, health and skilled trades occupations. Those occupations that tend to provide medical insurance are professional, clerical, health, managerial, administrative and the skilled trades. The highest paying occupations are 1) professional jobs, 2) skilled trades, and 3) health jobs.

Education

Across the six sites, 34% of DHP graduates are currently participating in an education or training program. Sixty-one percent of these are getting an education at a two-year institution, 13% are enrolled at four-year institutions, 12.4% are pursuing private education, 6.5% are enrolled in a technical or vocational program, and 4% are receiving on-the-job training (Chart 6).

Of the 34% currently enrolled in an education or training program, 48% will receive their associate degrees. Of this proportion, 29% were expected to graduate by June of 1994 and 62% by 1995. The 27% in certificate programs graduate in June, 1995. The 16% working on their bachelor degrees will be graduating in June, 1995. The five percent in "other" will receive apprenticeships or journey-level certifications, and 3.4% will receive a master's degree (Chart 7).

Chart 6: INSTITUTION TYPE

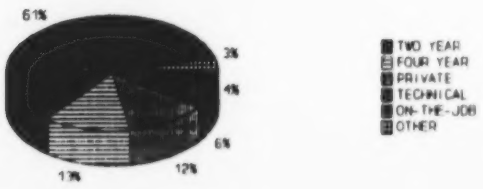
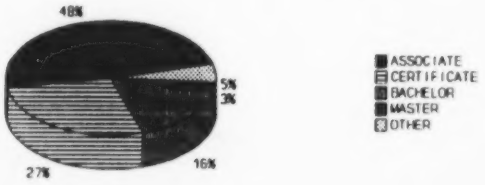


Chart 7: DEGREE TYPE



Evaluation of Self-Confidence

Confidence levels were higher after graduation from DHP and stayed higher six years after graduation. Analysis of variance indicates levels of confidence and esteem gained are due to DHP and are not due to chance.

In fact, respondents confirmed this conclusion in their answers to open-ended questions and in focus group discussions. In the words of one respondent,

> *The DHP fills a void in our society today that tends to ignore the needs of our suddenly single women and mothers. It gives hope and sound teaching to start a new life. It gives an encouraging and nurturing environment for those of us struggling through a time fraught with accusations of failures and inadequacy. The DHP didn't solve my problems for me, but it gave me an opportunity to start rebuilding a life that had been full of more rejections than encouragements and more hurt than trust.*

Summary

The overall picture of the long-term outcomes for graduates of the Washington State Displaced Homemaker Program is encouraging. Fifty-nine percent of DHP graduates surveyed are working, 34% are enrolled in an educational or training program, and 7% are in the "Other" classification. "Other" included such outcomes as "upon remarriage resumed homemaking," "still looking for employment," " working on resolving chronic health problems," or "waiting to enter a school program."

CONCLUSION

It appears that the DHP is fulfilling the legislative intent of the DH Act. The majority of DHP graduates are employed, tax-paying citizens or are preparing for employment by attending a training or education program.

The Washington State Displaced Homemaker Program breaks the cycle of poverty by helping displaced homemakers build a broad foundation of life skills. Graduates can then move successfully into education and employment. The program reduces these individuals' reliance on welfare and helps them become tax-paying citizens. Results of this study suggest that DHP has a positive impact on graduates' lives. The following statement from a DHP graduate captures the value of the program: *"DHP gave me the tools I needed to take the next step. DHP is a bridge from where I was to where I am going."*

For more information about this study or to obtain the full document of the research results, please contact Dawn Hitchens, DHP Manager, at (360) 753-7831. Address: Higher Education Coordinating Board, Displaced Homemaker Program, 917 Lakeridge Way, P.O. Box 43430, Olympia, WA 98504-3430.